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ABSTRACT

The purpose of this practicum was to develop, implement, and evaluate a model for elementary school guidance at Northwoods Elementary School, if the need for such a model could be demonstrated. The need was demonstrated, the model was developed and tested. Subsequent investigation demonstrated that guidance services were increased as a result of participation in the practicum model design. The model that was developed was the product of contributions from students, teachers, administrators, and district- wide resource personnel. It was designed to involve the total staff in a school-wide guidance program. Its purpose was to demonstrate that guidance services can be successfully carried on by classroom teachers as a part of the classroom routine. The results also indicate that the model may be useful in implementing guidance programs in other elementary schools. (Author)

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Implemented Model

A MODEL FOR PROVIDING GUIDANCE SERVICES IN ELEMENTARY SCHOOLS

A GENERALIST-PREVENTIVE APPROACH

by

Sidney B. Horne

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Submitted in partial fulfillment of the requirements for the degree of Doctor of Education, Nova University.

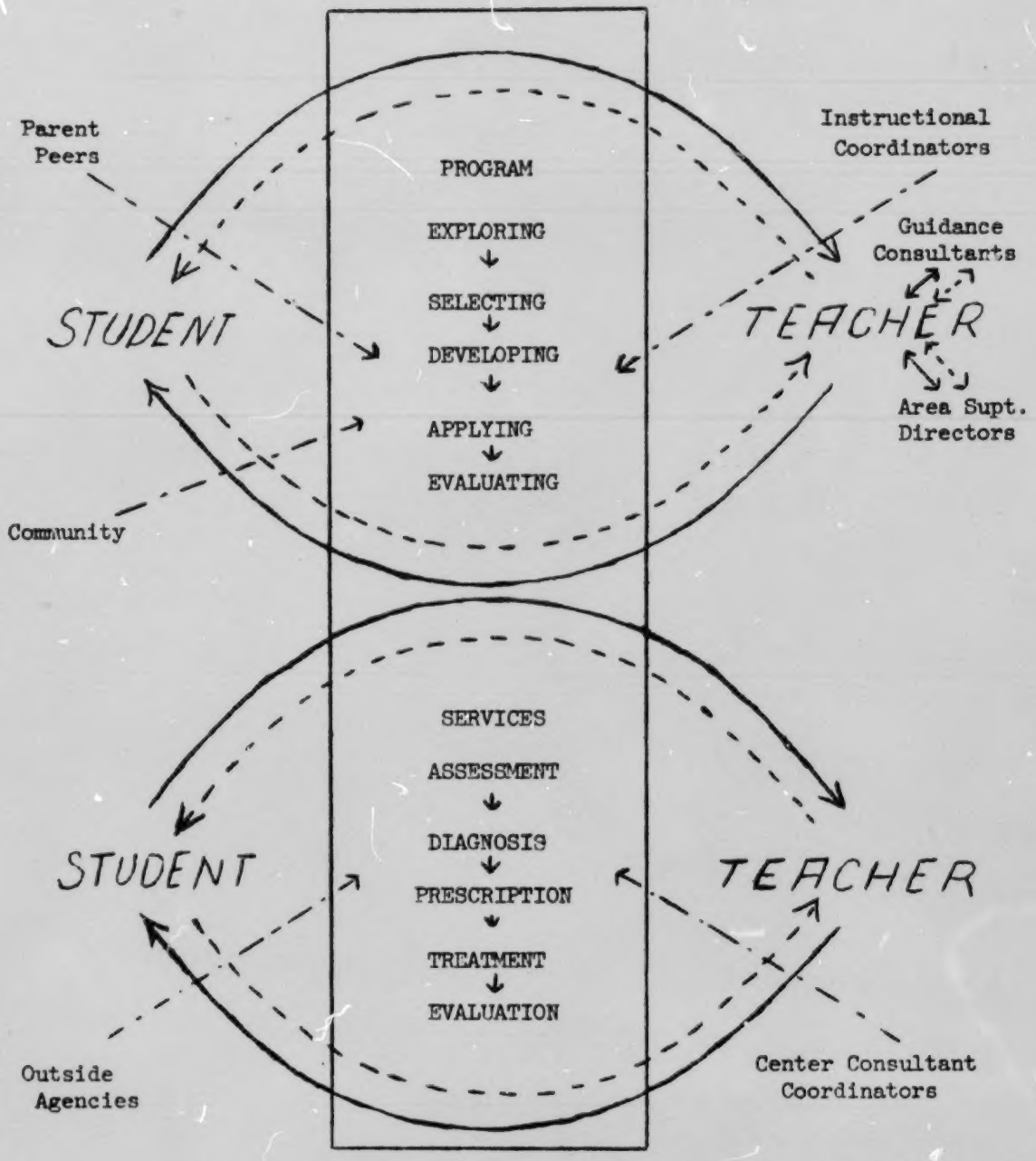
CG 011 231

Atlanta Cluster
Dr. R. E. Flanders

Maxi II Practicum
June 1, 1976

A MODEL FOR ELEMENTARY SCHOOL GUIDANCE

A GENERALIST-PREVENTIVE APPROACH



A MODEL FOR

ELEMENTARY SCHOOL GUIDANCE

A Generalist-Preventive Approach

The model for providing guidance services in elementary schools is designed to be carried out by classroom teachers who are guidance generalists. The planned activities are of a preventive nature. Thus, the approach is a generalist-preventive one.

In the Generalist-Preventive Model, it is the classroom teacher who is at the heart of both the program and of its services. Specialized personnel, consultants and others are available as resources and influence each step in the program and services. However, it remains the classroom teacher--the generalist--who has major responsibility for the guidance services available to elementary school children.

The learning packets are designed to lead the user through steps in establishing the guidance program and those services deemed in need by the individual school's student population. The first packet will assist in organizing a guidance program under the direction of a guidance committee. The second packet provides direction in staff development, and the third packet assists the user in identifying, measuring, and building school-living skills among pupils.

Exhibits in each of the learning packets are designed to provide the information necessary for each packet's activities.

IMPLEMENTED MODEL

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INTRODUCTION

Guidance is being provided daily to pupils by classroom teachers in elementary schools. It usually is informal and impromptu in kind, and it generally occurs when the teacher feels a need to prevent individual or collective behavior from occurring or reoccurring. But those things which constitute guidance are happening as a direct result of the interaction between teachers and pupils and among pupils.

There is no single aspect of the elementary school's program, in the opinion of the writer, more important than the systematic and organized planning for successful adjustment to the school and its environment by each pupil in order that he may develop to the fullest of his capacity. It is much too important to be left to chance. Indeed, that is what guidance services are all about.

This model is the end result of a year-long effort to develop a model which will assist personnel of elementary schools to design organized guidance programs suited to the needs of their pupils.

Contained herein are packets for organizing a guidance program, providing in-service training to teachers, and identifying, measuring and building school-living skills among pupils. Each of the packets is designed to lead the user through the planning, designing, implementing, and evaluating steps necessary to a successful guidance program.

The practicum report is divided into three sections: Evaluation, Implemented Model, and Model. The three sections are designed to lead the reader through a series of steps to demonstrate that an elementary

school guidance program can be successfully planned and implemented to meet the needs of elementary age children.

In Section I the reader will find a statement of the problem, a review of the literature, how the practicum was executed, information about design and implementation, and an analysis of the data.

Section II is the Implemented Model. Here is demonstrated how the model was used to plan, organize, and implement a school-wide guidance program at Northwoods Elementary School.

Section III is the model which has been disigned to assist elementary school personnel in planning, organizing, and implementing guidance services.

PACKET I

DEVELOPING A GUIDANCE PROGRAM FOR ELEMENTARY SCHOOLS

INTRODUCTION

In using this learning packet, please first complete the pre-assessment without the help of any outside sources. When the pre-assessment is completed, turn to the next activity and answer each item using the sources listed in the exhibits. The final section of the packet is a post-assessment and a scale to indicate any change as a result of the packet use.

PURPOSE:

The purpose of this packet is to assist elementary school administrators and teachers to develop a guidance program for pupils.

CONCEPT:

A program of guidance services is essential to meeting the developmental needs of elementary school pupils.

Sub-Concept:

The total school staff should be involved in developing guidance services for elementary pupils.

OBJECTIVES:

Given the necessary incentive, cooperation and support, the administrator will be able to:

1. Use the instrument provided to assess present conditions and determine the need for guidance services.
2. Organize a guidance committee that will make basic decisions governing the guidance program.
3. Develop a guidance program that will involve classroom teachers, specialized teachers, and guidance consultants.
4. List duties of guidance committee members, and list suggested members of the guidance committee.
5. Use the instrument provided to post assess the guidance program for elementary schools.

ACTIVITY 1 (OBJECTIVE 1)

PRE-ASSESSMENT OF PRESENT GUIDANCE PROGRAM

1. List five classroom teachers who would be willing and able to serve on a guidance committee whose task would be to share ideas, determine and implement a philosophy about guidance for elementary school pupils, and to begin the organization of a structure for providing the needed guidance services.

   a.

   b. UNKNOWN

   c.

   d.

   e.

2. List five other staff members, specialized teachers, or district-wide persons who might serve on the guidance committee.

   a

   b.

   c. UNKNOWN

   d.

   e.

3. List the names of three consultants -- a counselor, a psychologist, and a social worker -- who could be called upon for organizational and supportive purposes.

   a.

   b. UNKNOWN

   c.

4. List five guidance program deficiencies the guidance committee should investigate.

   a.

   b.

   c. UNKNOWN

   d.

   e.

5. List five areas where guidance services for pupils could be improved.

   a.

   b.

   c. UNKNOWN

   d.

   e.

6. On the scale below, indicate with a checkmark the present status of guidance services as they provide for the needs of pupils.

Much Improvement Needed — Little or no Improvement Needed

ACTIVITY 2 (OBJECTIVE 2)

ORGANIZING A GUIDANCE COMMITTEE

1. How many members should the guidance committee have to serve the needs of your school? (See Exhibit A)

   a. Minimum number 5

   b. Maximum number 12

2. Does the school have access to the services of guidance consultants from Pupil Services --a counselor, a psychologist, and a social worker?

   a. Yes X - Limited

   b. No_____

3. List the duties of the school administrator in organizing a guidance committee.

   a. Take the initiative for establishing guidance services in keeping with the school system's philosophy and policies.

   b. Become knowledgeable about current guidance activities and research.

   c. Diagnose the need for guidance services among the pupils.

   d. Select a guidance committee. (See Exhibit A)

   e. Determine needs for guidance consultants.

   f. Determine in-service needs of teachers.

4. List the major duties of the guidance consultants. (See Exhibit C)

   a. The Counselor

      (1) Gathers, organizes, stores pupil data.

      (2) Organizes and administers testing program.

      (3) Identify pupils with special needs.

(4) Plans programs for personal-social development of pupils.

(5) Coordinates in-service program.

b. The Psychologist

(1) Administers psychological evaluations.

(2) Interprets psychological test results.

(3) Counsels with parents regarding pupil needs.

(4) Attends pupil staffings.

(5) Recommends program placement.

c. The Social Worker

(1) Makes home visits.

(2) Works with truants.

(3) Assists in providing material needs.

(4) Works with family crisis situations.

(5) Attends staffings regarding program placement.

5. Who should be members of the guidance committee? (See Exhibit A)

a. Classroom teacher - primary - Mrs. Laing

b. Classroom teacher - middle - Mrs. Kohn

c. Classroom teacher - upper - Mrs. Davis

d. SLD specialist - Miss Schultz

e. GLD specialist - Miss Kirby

f. BD specialist - Miss Webb

g. Principal - Mr. Horne

h. Discovery - Mrs. Lifsey

i. Counselor - Dr. Matthews

j. Psychologist - Miss Shinall

k. Social Worker - Mr. Rustin

ACTIVITY 3 (OBJECTIVE 3)

CLASSROOM TEACHERS, SPECIALIZED TEACHERS,

GUIDANCE CONSULTANTS

1. List ways which teachers could use to determine present guidance practices in your school. (See Exhibit D)
   a. By a survey of elementary guidance services, determine
   b. Guidance services available
   c. Use of assessment and evaluation
   d. Use of student records
   e. Evaluation of guidance program services
2. List the services that you would consider essential in an ideal guidance program for elementary schools. (See Exhibit E)
   a. Group guidance activities
   b. Analysis - group and individual
   c. Teacher referrals
   d. Curriculum coordination
   e. Coordinated services for pupils with special needs
3. List suggested guidance activities that would involve the classroom teacher, specialized teachers, and guidance consultants. (See Exhibit F)
   a. Participate in suggested guidance activities
   b. Cooperate with guidance committee in referrals
   c. Establish guidance - oriented classroom atmosphere
   d. Be alert to special needs of pupils
   e. Be consistant in enforcing class rules

4. List guidance techniques the teacher could conduct within the regular classroom. (See Exhibit G)

   a. The classroom meeting

   b. The life-space interview

   c. The sociogram

   d. The anecdotal record

   e. Role playing

ACTIVITY 4 (OBJECTIVE 4)

DUTIES AND NEEDS

1. Duties of the guidance committee. (See Exhibit H)
2. Suggested members of the guidance committee. (See Exhibit A)

NOTE

The guidance committee has been organized as SCAN (Special Services Committee at Northwoods.) (See Appendix I.)

SCAN staffed a total of 60 pupils during the 1975-76 school year (See Appendix II). In addition, SCAN members worked with teachers in individualizing educational programs for numerous children.

ACTIVITY 5 (OBJECTIVE 5)

POST-ASSESSMENT OF GUIDANCE PROGRAM

1. List five classroom teachers who served on the guidance committee.
   a. Mrs. Betty Davis
   b. Mrs. Rema Laing
   c. Mrs. Judy Craft
   d. Mrs. Kathy Kohn
   e.
2. List five other staff members, specialized teachers, or district-wide persons who served on the guidance committee.
   a. Mr. Sidney B. Horne
   b. Mrs. Shirley Lifsey
   c. Miss Beverly Schultz
   d. Miss Jan Webb
   e.
3. List the names of three consultants who served on the guidance committee.
   a. Dr. Harriett Matthews
   b. Miss Mary Alice Shinall
   c. Mr. Willard Rustin
4. List five guidance program deficiencies that were investigated by the guidance committee.
   a. Coordination of referral procedures.
   b. Use of guidance techniques in classrooms.
   c. Group guidance activities.
   d. Individual counseling
   e. Collection, use of pupil data.

5. List five areas where guidance services for pupils were improved.

   a. Collection and use of pupil data.

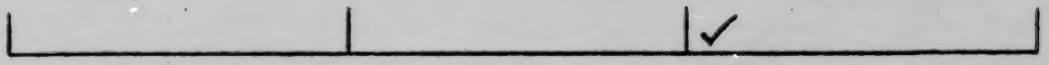
   b. Pupil adjustment to school life.

   c. Individual problem solving.

   d. Group problem solving.

   e. Meeting individual pupil needs.

6. On the scale below indicate with a checkmark the present status of guidance services as they provide for the needs of pupils.



Much Improvement Needed

Little or no Improvement Needed

EXHIBIT A

GUIDANCE COMMITTEE MEMBERS

Members of the guidance committee of an elementary school should include:

1. A representative of the school administration.
2. Classroom teachers -- at least one representing primary, intermediate, and upper grades.
3. Specialist teachers -- representing special areas such as reading, SLD, BD, GLD, Discoveries, etc.
4. Guidance consultants -- a counselor, a psychologist, and social worker.

EXHIBIT B

DUTIES OF SCHOOL ADMINISTRATOR

1. Take the initiative for establishing guidance services in keeping with the school system's philosophy and policies.
2. Become knowledgeable about current guidance activities and research.
3. Diagnose the need for guidance services among the pupils.
4. Select a guidance committee.(See Exhibit A)
5. Determine needs for guidance consultants.
6. Determine schedule and duties of consultants in the school's guidance program.
7. Determine in-service needs of teachers.
8. Serve as an active leader and member of guidance committee.
9. Participate in guidance activities.
10. Establish record-keeping system to support guidance program.
11. Design a schedule for guidance activities.
12. Obtain guidance materials needed.

EXHIBIT C

DUTIES OF GUIDANCE CONSULTANTS

A. The Counselor

General Services

1. Gathers, organizes and stores significant pupil data.
2. Organizes and administers testing programs.
3. Develops procedures for identifying pupils who have special needs.
4. Cooperates with school administrator in planning programs for personal-social development of pupils.
5. Cooperates with community agencies in cooperative case work.

Services to Teaching Staff

1. Assists teachers in collection, interpretation and use of behavioral data.
2. Plans in-service programs in child guidance.
3. Assists teachers with parent conferences.
4. Assists with individual children who have adjustment problems.
5. Assists teachers in understanding and accepting all children.
6. Is aware of and provides for mental health needs of teachers.

Services to Children with Adjustment Problems

1. Gathers information about maladjusted children through observation, tests, interviews.
2. Aids teachers in working with children who have learning or adjustment problems.
3. Coordinates efforts of school staff in carrying out individual treatment program for pupils.
4. Assists administrators in planning for and working with parents of maladjusted pupils.

EXHIBIT C.....continued

Services to Children with Adjustment Problems

5. Cooperates with local groupwork and casework agencies concerned with the individual child.
6. Works with individual pupils as needed.

Other Services

1. Assists parents in recognizing, understanding and taking appropriate action to help child.
2. Coordinates services of personnel and community agencies to provide optimum program for promoting educational, social, emotional, physical and moral development of pupils.
3. Promotes harmonious school-community relations through parent-child-teacher contacts.
4. Works with community agencies in identifying and solving community problems.
5. Serves as a member of the local school guidance committee.

B. The Psychologist

1. Administers individual psychological evaluation to pupils.
2. Interprets psychological data to teachers.
3. Counsels with parents regarding needs of children.
4. Observes individuals within a classroom setting.
5. Recommends placement in appropriate programs for children with special needs.
6. Attends staffings for placement in special education programs.
7. Serves as a member of the local school guidance committee.

EXHIBIT C.....continued

C. The Social Worker

1. Works on attendance problems:
   a. Truancy
   b. Dropouts
   c. Skipping
2. Makes home visits.
3. Provides counseling for students:
   a. Individual casework
   b. Crisis counseling
   c. Groups
4. Assists in providing material needs:
   a. Food
   b. Clothing
   c. Shelter
5. Assists in solving health problems:
   a. Glasses
   b. Dental care
   c. Medical care
6. Responds to child abuse cases.
7. Works with family crisis situations:
   a. Runaways
   b. Drug related
   c. Pregnancy
8. Establishes and re-enforces long-term relationship with problem students.

EXHIBIT C.....continued

9. Follows up on long term cases.
10. Communicates with both home and school personnel.
11. Refers to community agencies:
    a. Juvenile Court
    b. Protective Services
    c. Mental Health
12. Helps in trying to solve transportation problems.
13. Assists in getting necessary forms signed.
14. Assists in verifying or securing student data.
15. Assists in planning student problem intervention strategies.
16. Participates in staffings on problem students.
17. Advises concerning school/community problems.
18. Participates in school problem identification and program development.
19. Promotes improved school/home/community relations.
20. Serves as a member of the local school guidance committee.

EXHIBIT D

ELEMENTARY SCHOOL SURVEY OF GUIDANCE SERVICES

School_____ Date of Response_____

The professional staff of your school, including personnel assigned full time, part time, on an itinerant basis, as coordinators or consultants, are being asked to respond to the attached questionnaire at this time and again in May, 1976. This questionnaire pertains to the guidance services provided by the Division of Pupil Services - the counselor where assigned, the coordinator of guidance and testing, the school psychologist, the coordinator of psychological services, the school social worker, and the coordinator of school social workers.

The purpose for the data thus collected is twofold: (1) to assess the extent to which these services are presently being provided in your school; and (2) to determine to what extent you feel that they should be provided. Your responses will assist the Division of Pupil Services in offering, on a priority basis as determined by you, the kinds of services that you individually and as a staff consider to be the most essential.

The items contained in the questionnaire are grouped under four catagories- Guidance Services, Assessment and Student Evaluation, Student Accounting through Student Records, and Evaluation of Guidance Programs and Services. The items included in each category are intended to reflect the opinions of professional educators with respect to a variety of services generally offered by the instructional services and/or support systems of a school system, and specifically provided by the pupil services or pupil personnel division of a school system. You will be familiar with most of the services included in this inventory in the sense of need, if not as a result of having received them. There may be a few items with which you are relatively unfamiliar. In any case, please respond to all items based on your current background of experience and knowledge.

General Instructions

You are requested to respond twice to each item. Under the column labeled Is record the extent to which you think the service or practice was provided by Pupil Services in your school last year. Under the column labeled Should record the degree to which you think the service or practice should be provided by Pupil Services to assist you in providing a guidance program and guidance services which focus upon a Generalist/Preventive approach.

You as a teacher, an administrator, a media specialist, consultant or coordinator are the generalists who provide guidance programs and services to all the children in your school. The guidance programs and services which you provide are primarily preventive in their objectives, with due recognition of the necessity for early intervention and treatment, diagnosis, remediation, and therapy as the need arises. The counselors,

ELEMENTARY SCHOOL SURVEY OF GUIDANCE SERVICES

General Instructions (cont.)

guidance coordinator, school psychologist(s), and school social worker(s) and their coordinators are the specialists. It is their role either as the key guidance person in the classroom, the classroom teacher, or a member of the supportive services team(s) which offer assistance through the classroom teacher and the principal to the students, their parents, and the community.

Be sure to check one response category (X) for each item twice, indicating the extent to which the service was provided by the guidance specialists last year and the degree to which you think the service should be provided.

ELEMENTARY SCHOOL SURVEY OF GUIDANCE SERVICES

School_____ Date of Response_____

BIOGRAPHICAL INFORMATION

Identify your current assignment by checking the appropriate response. State your instructional area where indicated.

1. Position
   - ( ) Principal
   - ( ) Assistant Principal
   - ( ) Classroom Teacher
   - ( ) Special Teacher _____ (Instructional Area)
   - ( ) Media Specialist
   - ( ) Consultant _____ (Instructional Area)
   - ( ) Coordinator _____ (Instructional Area)
   - ( ) Counselor
   - ( ) Psychologist
   - ( ) Social Worker
2. Level
   - ( ) Primary
   - ( ) Intermediate
   - ( ) Upper
3. Sex
   - ( ) Male
   - ( ) Female
4. Years of experience in education
   - ( ) 0 - 5
   - ( ) 6 - 10
   - ( ) 11 - 15
   - ( ) 16 - 20
   - ( ) 21 or over
5. Years at this school
   - ( ) 0 - 5
   - ( ) 6 - 10
   - ( ) 11 - 15
   - ( ) 16 - 20

Introduction. Each of the following items seeks to discover (1) what services the guidance specialists have provided your school during the past year by way of assisting you in providing a guidance program and services for all of your students; and (2) what services you feel should be provided by the guidance specialists. The items are grouped according to guidance functions, use of test results, utilization of student information, and the effectiveness of the guidance practices in your school at the present time.

The term guidance is used to denote the activities of counselors, psychologists, school social workers and the coordinators of these services. You are asked to respond to the questionnaire in terms of a team of Pupil Services personnel being responsive to your needs. In this spirit no items in the questionnaire designate a specific guidance worker. Instead, reference is frequently made to guidance personnel or Pupil Services.

You will note that responses to each item of this portion of the questionnaire are limited to an appraisal and/or opinion concerning the present (e.g. the past school year) effectiveness of the services provided by the Pupil Services staff, or guidance personnel as the counselors, psychologists, social workers, and their coordinators are referred to throughout the questionnaire. Do not respond to this section of the questionnaire (the Is response column) if you are new to this school. Do respond to the Should response column.

Your cooperation in responding to this questionnaire is greatly appreciated and should ultimately result in improved services to your students, their parents, and more especially to you.

Part I. GUIDANCE SERVICES

Below is a list of guidance functions which guidance specialists perform at the request of classroom teachers and/or administrators in an effort to assist the classroom teacher who occupies a key role in providing an adequate guidance program and services for all of his/her students. The approach is a Generalist/Preventive one. Early identification, treatment, diagnosis, remediation, and therapy are generally provided by specialists and are designated within the Generalist-Preventive frame of reference as secondary prevention.

Read them carefully. Check the response under the heading Is which in your opinion reflects most accurately the degree to which each function was performed in your school during the past year by one or more of the members of the Pupil Services team. Check the response under the heading Should which indicates your expectation of the degree to which each function should be performed in your school during the present school year by one or more of the members of the Pupil Services team in order to assist you in providing your students with an adequate guidance program and the services needed to assist them in deriving the maximum benefit from their educational experience this year.

Part I. GUIDANCE SERVICES

	Is	Should
1. Works directly with a group (classroom or selected group) of normal children who have problems of achieving below their potential, unsuccessful adaptation to work role, difficulties in relating to peers and/or significant adults, or mild feelings of inadequacy.	( ) All of the time ( ) Most of the time ( ) Frequently ( ) Occasionally ( ) Rarely ( ) Never ( ) I do not know	( ) All of the time ( ) Most of the time ( ) Frequently ( ) Occasionally ( ) Rarely ( ) Never ( ) I do not know
2. Works directly with teachers and/or principal in a collaborative effort to help a group (classroom or selected group) of normal children having problems of achieving below their potential, unsuccessful adaptation to work role, difficulties in relating to peers and/or significant adults, or mild feelings of inadequacy.	( ) All of the time ( ) Most of the time ( ) Frequently ( ) Occasionally ( ) Rarely ( ) Never ( ) I do not know	( ) All of the time ( ) Most of the time ( ) Frequently ( ) Occasionally ( ) Rarely ( ) Never ( ) I do not know
3. Works directly with particular children with moderate learning or behavior problems, poor self-esteem, or inadequate self-concepts.	( ) All of the time ( ) Most of the time ( ) Frequently ( ) Occasionally ( ) Rarely ( ) Never ( ) I do not know	( ) All of the time ( ) Most of the time ( ) Frequently ( ) Occasionally ( ) Rarely ( ) Never ( ) I do not know
4. Works directly with teachers who have particular children with moderate learning or behavior problems, poor self-esteem, or inadequate self-concepts.	( ) All of the time ( ) Most of the time ( ) Frequently ( ) Occasionally ( ) Rarely ( ) Never ( ) I do not know	( ) All of the time ( ) Most of the time ( ) Frequently ( ) Occasionally ( ) Rarely ( ) Never ( ) I do not know
5. Works directly with parents whose children have moderate learning or behavior problems, poor self-esteem, or inadequate self-concepts.	( ) All of the time ( ) Most of the time ( ) Frequently ( ) Occasionally ( ) Rarely ( ) Never ( ) I do not know	( ) All of the time ( ) Most of the time ( ) Frequently ( ) Occasionally ( ) Rarely ( ) Never ( ) I do not know
6. Works directly with children who have relatively serious problems, including such activities as individual testing, individual counseling and therapy.	( ) All of the time ( ) Most of the time ( ) Frequently ( ) Occasionally ( ) Rarely ( ) Never ( ) I do not know	( ) All of the time ( ) Most of the time ( ) Frequently ( ) Occasionally ( ) Rarely ( ) Never ( ) I do not know

	Is	Should
7. Works directly with teachers who have children with relatively severe problems, including such activities as collaborating in a thorough diagnosis, a detailed prescription of learning activities for the child, periodic evaluation of progress, a behavior modification program, and conferencing with parent and child.	( ) All of the time ( ) Most of the time ( ) Frequently ( ) Occasionally ( ) Rarely ( ) Never ( ) I do not know	( ) All of the time ( ) Most of the time ( ) Frequently ( ) Occasionally ( ) Rarely ( ) Never ( ) I do not know
8. Works directly with the parents and family of the child who has relatively severe problems, including such activities as parent and family counseling, developing a behavior modification program, and assisting the parents in obtaining help.	( ) All of the time ( ) Most of the time ( ) Frequently ( ) Occasionally ( ) Rarely ( ) Never ( ) I do not know	( ) All of the time ( ) Most of the time ( ) Frequently ( ) Occasionally ( ) Rarely ( ) Never ( ) I do not know
9. Works directly with administrators in assessing needs of students relative to learning problems and behavioral disorders; and determining the nature, extent, and severity to which these exist in the school.	( ) All of the time ( ) Most of the time ( ) Frequently ( ) Occasionally ( ) Rarely ( ) Never ( ) I do not know	( ) All of the time ( ) Most of the time ( ) Frequently ( ) Occasionally ( ) Rarely ( ) Never ( ) I do not know
10. Works directly with administrators in determining the achievement levels, particularly in reading and mathematics, at which the students are currently functioning.	( ) All of the time ( ) Most of the time ( ) Frequently ( ) Occasionally ( ) Rarely ( ) Never ( ) I do not know	( ) All of the time ( ) Most of the time ( ) Frequently ( ) Occasionally ( ) Rarely ( ) Never ( ) I do not know
11. Works directly with teachers in determining the achievement levels, particularly in reading and mathematics, at which the students are currently functioning.	( ) All of the time ( ) Most of the time ( ) Frequently ( ) Occasionally ( ) Rarely ( ) Never ( ) I do not know	( ) All of the time ( ) Most of the time ( ) Frequently ( ) Occasionally ( ) Rarely ( ) Never ( ) I do not know
12. Works directly with administrators to reduce the incidence of chronic or excessive absenteeism.	( ) All of the time ( ) Most of the time ( ) Frequently ( ) Occasionally ( ) Rerely ( ) Never ( ) I do not know	( ) All of the time ( ) Most of the time ( ) Frequently ( ) Occasionally ( ) Rerely ( ) Never ( ) I do not know
13. Works directly with parents to reduce the incidence of chronic or excessive absenteeism.	( ) All of the time ( ) Most of the time ( ) Frequently ( ) Occasionally ( ) Rarely ( ) Never ( ) I do not know	( ) All of the time ( ) Most of the time ( ) Frequently ( ) Occasionally ( ) Rarely ( ) Never ( ) I do not know

		Is	Should
14.	Works directly with students to reduce the incidence of chronic or excessive absenteeism.	( ) All of the time ( ) Most of the time ( ) Frequently ( ) Occasionally ( ) Rarely ( ) Never ( ) I do not know	( ) All of the time ( ) Most of the time ( ) Frequently ( ) Occasionally ( ) Rarely ( ) Never ( ) I do not know
15.	Works directly with teachers to reduce the incidence of chronic or excessive absenteeism.	( ) All of the time ( ) Most of the time ( ) Frequently ( ) Occasionally ( ) Rarely ( ) Never ( ) I do not know	( ) All of the time ( ) Most of the time ( ) Frequently ( ) Occasionally ( ) Rarely ( ) Never ( ) I do not know
16.	Works directly with administrators to reduce the incidence of referral of students to them for disciplinary action.	( ) All of the time ( ) Most of the time ( ) Frequently ( ) Occasionally ( ) Rarely ( ) Never ( ) I do not know	( ) All of the time ( ) Most of the time ( ) Frequently ( ) Occasionally ( ) Rarely ( ) Never ( ) I do not know
17.	Works directly with students to reduce the incidence of their referral to the administrators for disciplinary action.	( ) All of the time ( ) Most of the time ( ) Frequently ( ) Occasionally ( ) Rarely ( ) Never ( ) I do not know	( ) All of the time ( ) Most of the time ( ) Frequently ( ) Occasionally ( ) Rarely ( ) Never ( ) I do not know
18.	Works directly with teachers to reduce the incidence of referral of students to the administrators for disciplinary action.	( ) All of the time ( ) Most of the time ( ) Frequently ( ) Occasionally ( ) Rarely ( ) Never ( ) I do not know	( ) All of the time ( ) Most of the time ( ) Frequently ( ) Occasionally ( ) Rarely ( ) Never ( ) I do not know
19.	Works directly with parents to reduce the incidence of exclusion (this includes suspension) from clsssroom or school.	( ) All of the time ( ) Most of the time ( ) Frequently ( ) Occasionally ( ) Rarely ( ) Never ( ) I do not know	( ) All of the time ( ) Most of the time ( ) Frequently ( ) Occasionally ( ) Rarely ( ) Never ( ) I do not know
20.	Works directly with students to reduce the incidence of exclusion (this includes suspension) from classroom or school.	( ) All of the time ( ) Most of the time ( ) Frequently ( ) Occasionally ( ) Rarely ( ) Never ( ) I do not know	( ) All of the time ( ) Most of the time ( ) Frequently ( ) Occasionally ( ) Rarely ( ) Never ( ) I do not know

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		Is	Should
21.	Works directly with teachers to reduce the incidence of exclusion (this includes suspension) from classroom or school.	( ) All of the time ( ) Most of the time ( ) Frequently ( ) Occasionally ( ) Rarely ( ) Never ( ) I do not know	( ) All of the time ( ) Most of the time ( ) Frequently ( ) Occasionally ( ) Rarely ( ) Never ( ) I do not know
22.	Works directly with administrators to reduce the incidence of exclusion (this includes suspension) from classroom or school.	( ) All of the time ( ) Most of the time ( ) Frequently ( ) Occasionally ( ) Rarely ( ) Never ( ) I do not know	( ) All of the time ( ) Most of the time ( ) Frequently ( ) Occasionally ( ) Rarely ( ) Never ( ) I do not know
23.	Works directly with teacher activities related to curriculum development, selection of instructional materials, modifications in scheduling, and utilization of space, facilities, and equipment.	( ) All of the time ( ) Most of the time ( ) Frequently ( ) Occasionally ( ) Rarely ( ) Never ( ) I do not know	( ) All of the time ( ) Most of the time ( ) Frequently ( ) Occasionally ( ) Rarely ( ) Never ( ) I do not know
24.	Works directly with administrators on activities related to curriculum development, selection of instructional materials, modifications in scheduling, and utilization of space, facilities, and equipment.	( ) All of the time ( ) Most of the time ( ) Frequently ( ) Occasionally ( ) Rarely ( ) Never ( ) I do not know	( ) All of the time ( ) Most of the time ( ) Frequently ( ) Occasionally ( ) Rarely ( ) Never ( ) I do not know
25.	Works directly with Instructional Coordinator and/or Department of Instruction on activities related to curriculum development, selection of instructional materials, modifications in scheduling, and utilization of space, facilities, and equipment.	( ) All of the time ( ) Most of the time ( ) Frequently ( ) Occasionally ( ) Rarely ( ) Never ( ) I do not know	( ) All of the time ( ) Most of the time ( ) Frequently ( ) Occasionally ( ) Rarely ( ) Never ( ) I do not know
26.	Works directly with teachers on diagnosis of learning modes, understanding of child development, and application of learning theories.	( ) All of the time ( ) Most of the time ( ) Frequently ( ) Occasionally ( ) Rarely ( ) Never ( ) I do not know	( ) All of the time ( ) Most of the time ( ) Frequently ( ) Occasionally ( ) Rarely ( ) Never ( ) I do not know
27.	Works directly with teachers on theory and application of life space concept, behavioral modification, and the facilitation of interaction skills, including communication skills and transactional or contractual relationships.	( ) All of the time ( ) Most of the time ( ) Frequently ( ) Occasionally ( ) Rarely ( ) Never ( ) I do not know	( ) All of the time ( ) Most of the time ( ) Frequently ( ) Occasionally ( ) Rarely ( ) Never ( ) I do not know

		Is	Should
28.	Works directly with administrators on theory and application of life space concept, behavioral modification, and the facilitation of interaction skills, including communication skills and transactional or contractual relationships.	( ) All of the time ( ) Most of the time ( ) Frequently ( ) Occasionally ( ) Rarely ( ) Never ( ) I do not know	( ) All of the time ( ) Most of the time ( ) Frequently ( ) Occasionally ( ) Rarely ( ) Never ( ) I do not know
29.	Works directly with parents on theory and application of life space concept, behavioral modification, and the facilitation of interaction skills, including communication skills and transactional or contractual relationships.	( ) All of the time ( ) Most of the time ( ) Frequently ( ) Occasionally ( ) Rarely ( ) Never ( ) I do not know	( ) All of the time ( ) Most of the time ( ) Frequently ( ) Occasionally ( ) Rarely ( ) Never ( ) I do not know
30.	Works directly with teachers in a collaborative effort to prevent problems by providing teachers with research on child development and child behavior in school.	( ) All of the time ( ) Most of the time ( ) Frequently ( ) Occasionally ( ) Rarely ( ) Never ( ) I do not know	( ) All of the time ( ) Most of the time ( ) Frequently ( ) Occasionally ( ) Rarely ( ) Never ( ) I do not know
31.	Works directly with administrators in a collaborative effort to prevent problems by providing administrators with research on child development and child behavior in school.	( ) All of the time ( ) Most of the time ( ) Frequently ( ) Occasionally ( ) Rarely ( ) Never ( ) I do not know	( ) All of the time ( ) Most of the time ( ) Frequently ( ) Occasionally ( ) Rarely ( ) Never ( ) I do not know
32.	Works directly with parents by providing them with information and assistance on child development and child behavior in school, focussing on problem prevention.	( ) All of the time ( ) Most of the time ( ) Frequently ( ) Occasionally ( ) Rarely ( ) Never ( ) I do not know	( ) All of the time ( ) Most of the time ( ) Frequently ( ) Occasionally ( ) Rarely ( ) Never ( ) I do not know
33.	Works directly with special groups of children, including observation, directing learning activities, and evaluation of the retarded, gifted, physically handicapped, and behaviorally disordered.	( ) All of the time ( ) Most of the time ( ) Frequently ( ) Occasionally ( ) Rarely ( ) Never ( ) I do not know	( ) All of the time ( ) Most of the time ( ) Frequently ( ) Occasionally ( ) Rarely ( ) Never ( ) I do not know
34.	Works directly with children in group learning activities designed to prevent learning difficulties, such as a general mental health program, teaching units designed to develop understanding of and adaptation to work, and understanding and acceptance of self and others and adaptation to others.	( ) All of the time ( ) Most of the time ( ) Frequently ( ) Occasionally ( ) Rarely ( ) Never ( ) I do not know	( ) All of the time ( ) Most of the time ( ) Frequently ( ) Occasionally ( ) Rarely ( ) Never ( ) I do not know

		Is	Should
35.	Works directly with teachers to improve the educational environment in the classroom, including observation and analysis of individual and group behavior, application of sociometric devices to explore peer relationships, and application, monitoring, and evaluation of transactional or contractional relationships with individuals or groups.	( ) All of the time ( ) Most of the time ( ) Frequently ( ) Occasionally ( ) Rarely ( ) Never ( ) I do not know	( ) All of the time ( ) Most of the time ( ) Frequently ( ) Occasionally ( ) Rarely ( ) Never ( ) I do not know
36.	Keeps school records current, develops and coordinates the programming of guidance units of instruction, makes provision for school achievement and personality tests, codes and reports grades for school records, schedules classes, and supervises communication with DISPAC pertaining to student accounting.	( ) All of the time ( ) Most of the time ( ) Frequently ( ) Occasionally ( ) Rarely ( ) Never ( ) I do not know	( ) All of the time ( ) Most of the time ( ) Frequently ( ) Occasionally ( ) Rarely ( ) Never ( ) I do not know
37.	Works directly with the school's public relations activities, including talks to service clubs, women's clubs, church groups, etc., and arranging for speakers or visitors to come to the school.	( ) All of the time ( ) Most of the time ( ) Frequently ( ) Occasionally ( ) Rarely ( ) Never ( ) I do not know	( ) All of the time ( ) Most of the time ( ) Frequently ( ) Occasionally ( ) Rarely ( ) Never ( ) I do not know
38.	Works directly with students in articulating their transition to the next level (grade or school) of their education, particularly to the 1st, 4th, and 8th grades.	( ) All of the time ( ) Most of the time ( ) Frequently ( ) Occasionally ( ) Rarely ( ) Never ( ) I do not know	( ) All of the time ( ) Most of the time ( ) Frequently ( ) Occasionally ( ) Rarely ( ) Never ( ) I do not know
39.	Works directly with parents in articulating the transition of their children to the next level (grade or school) of their education, particularly to the 1st, 4th, and 8th grades.	( ) All of the time ( ) Most of the time ( ) Frequently ( ) Occasionally ( ) Rarely ( ) Never ( ) I do not know	( ) All of the time ( ) Most of the time ( ) Frequently ( ) Occasionally ( ) Rarely ( ) Never ( ) I do not know
40.	Works directly with administrators in assisting them to articulate the transition of students to the next level (grade or school) of their education, particularly to the 1st, 4th, and 8th grades.	( ) All of the time ( ) Most of the time ( ) Frequently ( ) Occasionally ( ) Rarely ( ) Never ( ) I do not know	( ) All of the time ( ) Most of the time ( ) Frequently ( ) Occasionally ( ) Rarely ( ) Never ( ) I do not know

		Is	Should
41.	Works directly with teachers in assisting them to articulate the transition of students to the next level (grade or school) of their education particularly to the 1st, 4th, and 8th grades.	( ) All of the time ( ) Most of the time ( ) Frequently ( ) Occasionally ( ) Rarely ( ) Never ( ) I do not know	( ) All of the time ( ) Most of the time ( ) Frequently ( ) Occasionally ( ) Rarely ( ) Never ( ) I do not know
42.	Conducts the testing program, including the supervision of test administration.	( ) All of the time ( ) Most of the time ( ) Frequently ( ) Occasionally ( ) Rarely ( ) Never ( ) I do not know	( ) All of the time ( ) Most of the time ( ) Frequently ( ) Occasionally ( ) Rarely ( ) Never ( ) I do not know

Part II. Assessment and Student Evaluation

The statements which follow are designed to determine to what extent the results of your testing program are being used, or should be used to assess the physical, intellectual, emotional, and social status and needs of your students and to provide objective evidence of student outcomes. Read them critically. Check the response under the heading Is which reflects most accurately the extent to which test results were used for these purposes during the past year by members of the Pupil Services team. Check the response under the heading Should which indicates to what extent you feel test results should be used by members of the Pupil Services team to assist you in assessing the quality of instruction provided by you and your colleagues and in evaluating student outcomes.

	Is	Should
1. Test results are used by guidance personnel to provide teachers specific diagnostic information about a student in order to place that student in an appropriate supportive program or in a specified course or course level in the major areas of instruction.	( ) All of the time ( ) Most of the time ( ) Frequently ( ) Occasionally ( ) Rarely ( ) Never ( ) I do not know	( ) All of the time ( ) Most of the time ( ) Frequently ( ) Occasionally ( ) Rarely ( ) Never ( ) I do not know
2. Test results are used by the Pupil Services team members to make recommendations to administrators concerning student placements in appropriate supportive programs or in specified courses or course levels in the major areas of instruction.	( ) All of the time ( ) Most of the time ( ) Frequently ( ) Occasionally ( ) Rarely ( ) Never ( ) I do not know	( ) All of the time ( ) Most of the time ( ) Frequently ( ) Occasionally ( ) Rarely ( ) Never ( ) I do not know
3. Test results are used by members of the Pupil Services team to provide parents with specific diagnostic information concerning their child and to make recommendations to parents concerning the child's placement in an appropriate supportive program or a specified course or course level in the major areas of instruction.	( ) All of the time ( ) Most of the time ( ) Frequently ( ) Occasionally ( ) Rarely ( ) Never ( ) I do not know	( ) All of the time ( ) Most of the time ( ) Frequently ( ) Occasionally ( ) Rarely ( ) Never ( ) I do not know
4. Test results are used by members of the Pupil Services team to provide students with specific diagnostic information concerning their learning or behavior problems and to counsel with them concerning their placement in appropriate supportive programs or in specified courses or course levels in the major areas of instruction.	( ) All of the time ( ) Most of the time ( ) Frequently ( ) Occasionally ( ) Rarely ( ) Never ( ) I do not know	( ) All of the time ( ) Most of the time ( ) Frequently ( ) Occasionally ( ) Rarely ( ) Never ( ) I do not know
5. Test results are used by members of the Pupil Services team to diagnose those students who have special learning difficulties or personal and social problems which require individualized attention from these guidance specialists.	( ) All of the time ( ) Most of the time ( ) Frequently ( ) Occasionally ( ) Rarely ( ) Never ( ) I do not know	( ) All of the time ( ) Most of the time ( ) Frequently ( ) Occasionally ( ) Rarely ( ) Never ( ) I do not know

	Is	Should
6. Test results are used by Pupil Services team members in assisting teachers to determine which students have special learning difficulties or personal and social problems which require individualized attention from the guidance specialists.	( ) All of the time ( ) Most of the time ( ) Frequently ( ) Occasionally ( ) Rarely ( ) Never ( ) I do not know	( ) All of the time ( ) Most of the time ( ) Frequently ( ) Occasionally ( ) Rarely ( ) Never ( ) I do not know
7. Test results are used by the Pupil Services team members to give teachers information about particular students' probabilities for developing certain types of learning, personal, or social problems, and information as to how the teacher may try to prevent such problems from occurring.	( ) All of the time ( ) Most of the time ( ) Frequently ( ) Occasionally ( ) Rarely ( ) Never ( ) I do not know	( ) All offthe time ( ) Most of the time ( ) Frequently ( ) Occasionally ( ) Rarely ( ) Never ( ) I do not know
8. Test results are used by Pupil Services team members to give parents information about particular students' probabilities for developing certain types of learning, personal, or social problems, and information as to how parents may try to prevent such problems from occurring.	( ) All of the time ( ) Most of the time ( ) Frequently ( ) Occasionally ( ) Rarely ( ) Never ( ) I do not know	( ) All of the time ( ) Most of the time ( ) Frequently ( ) Occasionally ( ) Rarely ( ) Never ( ) I do not know
9. Test results are used by Pupil Services team members to help them identify particular students who have developed minor problems in the educational, personal, social, or career development areas.	( ) All of the time ( ) Most of the time ( ) Frequently ( ) Occasionally ( ) Rarely ( ) Never ( ) I do not know	( ) All of the time ( ) Most of the time ( ) Frequently ( ) Occasionally ( ) Rarely ( ) Never ( ) I do not know
10. Test results are used by Pupil Services team members to inform administrators of particular students who have developed minor problems in the educational, personal, social, or career development areas.	( ) All of the time ( ) Most of the time ( ) Frequently ( ) Occasionally ( ) Rarely ( ) Never ( ) I do not know	( ) All of thettime ( ) Most of the time ( ) Frequently ( ) Occasionally ( ) Rarely ( ) Never ( ) I do not know
11. Test results are used by Pupil Services team members to assist teachers and administrators to analyze the strengths and weaknesses of the total school population as an aid to curriculum development, program development, recruitment of personnel, procurement of instructional materials, etc.	( ) All of thettime ( ) Most of the time ( ) Frequently ( ) Occasionally ( ) Rarely ( ) Never ( ) I do not know	( ) All of the time ( ) Most of the time ( ) Frequently ( ) Occasionally ( ) Rarely ( ) Never ( ) I do not know

	Is	Should
12. Test results are used by Pupil Services team members to provide feedback to students regarding the educational, personal, social, and career development meanings of such results.	( ) All of the time ( ) Most of the time ( ) Frequently ( ) Occasionally ( ) Rarely ( ) Never ( ) I do not know	( ) All of the time ( ) Most of the time ( ) Frequently ( ) Occasionally ( ) Rarely ( ) Never ( ) I do not know
13. Test results are used by Pupil Services team members to inform the community of the progress their schools are making in educating their children.	( ) All of the time ( ) Most of the time ( ) Frequently ( ) Occasionally ( ) Rarely ( ) Never ( ) I do not know	( ) All of the time ( ) Most of the time ( ) Frequently ( ) Occasionally ( ) Rarely ( ) Never ( ) I do not know
14. Test results are used by Pupil Services team members to assist the administrators in advising the central administrative staff and the Board of Education of the changing characteristics and needs of the school's student population.	( ) All of the time ( ) Most of the time ( ) Frequently ( ) Occasionally ( ) Rarely ( ) Never ( ) I do not know	( ) All of the time ( ) Most of the time ( ) Frequently ( ) Occasionally ( ) Rarely ( ) Never ( ) I do not know
15. Test results are utilized by teachers in this school effectively.	( ) All of the time ( ) Most of the time ( ) Frequently ( ) Occasionally ( ) Rarely ( ) Never ( ) I do not know	( ) All of the time ( ) Most of the time ( ) Frequently ( ) Occasionally ( ) Rarely ( ) Never ( ) I do not know
16. Test results are utilized by the administrator(s) in this school effectively.	( ) All of the time ( ) Most of the time ( ) Frequently ( ) Occasionally ( ) Rarely ( ) Never ( ) I do not know	( ) All of the time ( ) Most of the time ( ) Frequently ( ) Occasionally ( ) Rarely ( ) Never ( ) I do not know
17. Test results are utilized effectively by the members of the Pupil Services Division assigned to this school.	( ) All of the time ( ) Most of the time ( ) Frequently ( ) Occasionally ( ) Rarely ( ) Never ( ) I do not know	( ) All of the time ( ) Most of the time ( ) Frequently ( ) Occasionally ( ) Rarely ( ) Never ( ) I do not know

Part III. Student Accounting Through Student Records

Information concerning students (e.g. family background, educational history, grades teachers'comments, health records, attendance records, etc.) is available to classroom teachers, guidance personnel, and other instructional supportive services personnel through the student record, or student accounting system of the school district. The series of statements which follow is intended to reveal various ways in which this information is being utilized within your school and within the system as a whole. Read the statements thoughtfully. Check the response under the heading Is which within your experience reflects most accurately the purposes for which this information was used during the past school year by yourself and other members of the school system's instructional and support teams. Check the response under the heading Should which in your opinion indicates best the purposes for and extent to which the information contained in Student Records should be utilized.

		Is	Should
1.	Student records are used by Pupil Services team members to help administrators provide fffeback to students and their parents regarding the educational, personal, social, and career development information provided by these records.	( ) All of the time ( ) Most of the time ( ) Frequently ( ) Occasionally ( ) Rarely ( ) Never ( ) I do not know	( ) All of the time ( ) Most of the time ( ) Frequently ( ) Occasionally ( ) Rarely ( ) Never ( ) I do not know
2.	Student records are used by Pupil Services team members to help teachers provide feedback to students and their parents regarding the educational, personal, social, and career development information provided by these records.	( ) All of the time ( ) Most of the time ( ) Frequently ( ) Occasionally ( ) Rarely ( ) Never ( ) I do not know	( ) All of the time ( ) Most of the time ( ) Frequently ( ) Occasionally ( ) Rarely ( ) Never ( ) I do not know
3.	Student records are used by Pupil Services team members in providing feedback to students and their parents regarding the educational. personal, social, and career development information provided by these records.	( ) All of the time ( ) Most of the time ( ) Frequently ( ) Occasionally ( ) Rarely ( ) Never ( ) I do not know	( ) All of the time ( ) Most of the time ( ) Frequently ( ) Occasionally ( ) Rarely ( ) Never ( ) I do not know
4.	Student records are used by Pupil Services team members to assist administrators in analyzing strengths and weaknesses of the total school population as an aid to curricular modifications, program development, recruitment of personnel, procurement of instructional materials, etc.	( ) All of the time ( ) Most of the time ( ) Frequently ( ) Occasionally ( ) Rarely ( ) Never ( ) I do not know	( ) All of the time ( ) Most of the time ( ) Frequently ( ) Occasionally ( ) Rarely ( ) Never ( ) I do not know
5.	Student records are used by Pupil services team members to assist teachers inanalyzing strengths and weaknesses of their classes as an aid to curriculum modification, program development, recruitment of personnel, procurement of instructional materials, etc.	( ) All of the time ( ) Most of the time ( ) Frequently ( ) Occasionally ( ) Rarely ( ) Never ( ) I do not know	( ) All of the time ( ) Most of the time ( ) Frequently ( ) Occasionally ( ) Rarely ( ) Never ( ) I do not know

	Is	Should
6. Student records are used by Pupil Services team members to analyze strenghts and weaknesses of the total school population as an aid to curriculum development, program planning and development, recruitment of personnel, procurement of instructional materials, etc.	( ) All of the time ( ) Most of the time ( ) Frequently ( ) Occasionally ( ) Rarely ( ) Never ( ) I do not know	( ) All of the time ( ) Most of the time ( ) Frequently ( ) Occasionally ( ) Rarely ( ) Never ( ) I do not know
7. Student records are used by Pupil Services team members to help administrators identify students who have a high probability of developing problems in the educational, personal, social, and career development area.	( ) All of the time ( ) Most of the time ( ) Frequently ( ) Occasionally ( ) Rarely ( ) Never ( ) I do not know	( ) All of the time ( ) Most of the time ( ) Frequently ( ) Occasionally ( ) Rarely ( ) Never ( ) I do not know
8. Student records are used by Pupil Services team members to help them identify students who have a high probability of developing problems in the educational, personal, social, and career development areas.	( ) All of the time ( ) Most of the time ( ) Frequently ( ) Occasionally ( ) Rarely ( ) Never ( ) I do not know	( ) All of the time ( ) Most of the time ( ) Frequently ( ) Occasionally ( ) Rarely ( ) Never ( ) I do not know
9. Student records are used by Pupil Services team members to help teachers identify students who have a high probability of developing problems in the educational, personal, social, and career development areas.	( ) All of the time ( ) Most of the time ( ) Frequently ( ) Occasionally ( ) Rarely ( ) Never ( ) I do not know	( ) All of the time ( ) Most of the time ( ) Frequently ( ) Occasionally ( ) Rarely ( ) Never ( ) I do not know
10. Student records are used by Pupil Services team members to provide teachers information about various students' probabilities of developing certain types of problems, and information as to how the teacher may try to prevent the problems from developing.	( ) All of the time ( ) Most of the time ( ) Frequently ( ) Occasionally ( ) Rarely ( ) Never ( ) I do not know	( ) All of the time ( ) Most of the time ( ) Frequently ( ) Occasionally ( ) Rarely ( ) Never ( ) I do not know
11. Student records are used by Pupil Services team members to insure control of data that is needed for administrative purposes, such as child's address, father's occupation, emergency telephone number, student history record, immunization record, and disciplinary record.	( ) All of the time ( ) Most of the time ( ) Frequently ( ) Occasionally ( ) Rarely ( ) Never ( ) I do not know	( ) All of the time ( ) Most of the time ( ) Frequently ( ) Occasionally ( ) Rarely ( ) Never ( ) I do not know
12. Student records are used by Pupil Services team members in order to diagnose those students who have special learning, personal, or social difficulties which require individualized attention by guidance personnel	( ) All of the time ( ) Most of the time ( ) Frequently ( ) Occasionally ( ) Rarely ( ) Never ( ) I do not know	( ) All of the time ( ) Most of the time ( ) Frequently ( ) Occasionally ( ) Rarely ( ) Never ( ) I do not know

	Is	Should
13. Student records are used by Pupil Services team members in assisting teachers to identify those students who have special learning, personal, or social difficulties which require individualized attention of guidance personnel.	( ) All of the time ( ) Most of the time ( ) Frequently ( ) Occasionally ( ) Rarely ( ) Never ( ) I do not know	( ) All of the time ( ) Most of the time ( ) Frequently ( ) Occasionally ( ) Rarely ( ) Never ( ) I do not know
14. Student records are used by Pupil Services team members to provide specific diagnostic information about a child in order to place the student in an appropriate supportive program, a specified course or course level in the major areas of instruction.	( ) All of the time ( ) Most of the time ( ) Frequently ( ) Occasionally ( ) Rarely ( ) Never ( ) I do not know	( ) All of the time ( ) Most of the time ( ) Frequently ( ) Occasionally ( ) Rarely ( ) Never ( ) I do not know

Part IV. Evaluation of Guidance Program and Services

The following questions ask you to evaluate certain guidance practices recommended by professional educators to assist classroom teachers and administrators to provide an adequate guidance program for their students and to obtain the services needed to enable each child to realize the maximum benefit from his educational experience. You will have first-hand familiarity through training and experience with most of the situations or practices implied in these questions. There may be a few, however, with which you are relatively unfamiliar. In either case, please respond to each question based on your current background of experience and knowledge.

	Is	Should
1. How helpful are the guidance program and services which are available to teachers at this school?	( ) Very Helpful ( ) Somewhat helpful ( ) Uncertain ( ) Not very helpful ( ) Little or no help	( ) Very Helpful ( ) Somewhat helpful ( ) Uncertain ( ) Not very helpful ( ) Little or no help
2. How helpful are the guidance program and services which are available to the administrators at this school?	( ) Very helpful ( ) Somewhat helpful ( ) Uncertain ( ) Not very helpful ( ) Little or no help	( ) Very helpful ( ) Somewhat helpful ( ) Uncertain ( ) Not very helpful ( ) Little or no help
3. Do you feel that at present there is a tendency to overemphasize guidance services in this school?	( ) Very helpful ( ) Yes, definitely ( ) Yes ( ) Uncertain ( ) No ( ) No, definitely	( ) Very helpful ( ) Yes, definitely ( ) Yes ( ) Uncertain ( ) No ( ) No, definitely
4. How closely do the Pupil Services team members - the school counselor, the school psychologist, and school social worker - work with the faculty in this school?	( ) Very closely ( ) Somewhat closely ( ) Uncertain ( ) Hardly at all ( ) Not at all	( ) Very closely ( ) Somewhat closely ( ) Uncertain ( ) Hardly at all ( ) Not at all

	Is	Should
5. How closely do the Pupil Services team members work with the administrator(s) in this school?	( ) Very closely ( ) Somewhat closely ( ) Uncertain ( ) Hardly at all ( ) Not at all	( ) Very closely ( ) Somewhat closely ( ) Uncertain ( ) Hardly at all ( ) Not at all
6. Do you feel that Pupil Services team in their roles as guidance specialists contribute significantly to the education of all or nearly all children in your school?	( ) Yes, definitely ( ) Yes ( ) Uncertain ( ) No ( ) No, definitely	( ) Yes, definitely ( ) Yes ( ) Uncertain ( ) No ( ) No, definitely
7. With respect to the number of Pupil Services personnel available to you, should	( ) more be added? ( ) the same number be kept? ( ) Pupil Services staff be reduces?	( ) More be added? ( ) the same number be kept? ( ) Pupil Services staff reduced?
8. To what extent could teachers effectively carry out functions now assigned to Pupil Services team members, assuming teachers were given adequate time to do so?	( ) Almost completely ( ) to an adequate degree ( ) To a limited extent, but not sufficient	( ) Almost completely ( ) to an adequate degree ( ) To a limited extent, but not sufficient
9. How helpful are the guidance program and services which are available to students at this school?	( ) Very helpful ( ) Somewhat helpful ( ) Uncertain ( ) Not very helpful ( ) Little or no help	( ) Very helpful ( ) Somewhat helpful ( ) Uncertain ( ) Not very helpful ( ) Little or no help

ELEMENTARY SCHOOL SURVEY OF GUIDANCE SERVICES

School _____ Date of Response_____

The professional staff of your school, including personnel assigned full time, part time, on an itinerant basis, as coordinators or consultants, are being asked to respond to the attached questionnaire at this time and again in May, 1976. This questionnaire pertains to the guidance services provided by the Division of Pupil Services - the counselor where assigned, the coordinator of guidance and testing, the school psychologist, the coordinator of psychological services, the school social worker, and the coordinator of school social workers.

The purpose for the data thus collected is twofold: (1) To assess the extent to which these services are presently being provided in your school; and (2) to determine to what extent you feel that they should be provided. Your responses will assist the Division of Pupil Services in offering, on a priority basis as determined by you, the kinds of services that you individually and as a staff consider to be the most essential.

The items contained in the questionnaire are grouped under four categories - Guidance Services, Assessment and Student Evaluation, Student Accounting through Student Records, and Evaluation of Guidance Programs and Services. The items included in each category are intended to reflect the opinions of professional educators with respect to a variety of services generally offered by the instructional services and/or support systems of a school system, and specifically provided by the pupil services or pupil personnel division of a school system. You will be familiar with most of the services included in this inventory in the sense of need, if not as a result of having received them. There may be a few items with which you are relatively unfamiliar. In any case, please respond to all items based on your current background of experience and knowledge.

General Instructions

You are requested to respond twice to each item. Under the column labeled Is record the extent to which you think the service or practice was provided by Pupil Services in your school last year. Under the column labeled Should record the degree to which you think the service or practice should be provided by Pupil Services to assist you in providing a guidance program and guidance services which focus upon a Generalist/Preventive approach.

You as a teacher, an administrator, a media specialist, consultant or coordinator are the generalists who provide guidance programs and services to all of the children in your school. The guidance programs and services which you provide are primarily preventive in their objectives, with due recognition of the necessity for early intervention and treatment, diagnosis, remediation, and therapy as the need arises. The counselors, guidance coordinator, school psychologist(s), and school social worker(s) and their coordinators are the specialists. It is their role either as the key guidance person in the classroom, the classroom teacher, or a member of the supportive services team(s) which offer assistance through the classroom teacher and the principal to the students, their parents, and the community.

Be sure to check one response category (X) for each item twice, indicating the extent to which the service was provided by the guidance specialists last year and the degree to which you think the service should be provided.

EXHIBIT E

AN IDEAL GUIDANCE PROGRAM

1. Services to pupils in groups:
   a. Orientation
   b. Articulation
   c. Group guidance activities
2. Services to pupils as individuals:
   a. Counseling
   b. Analysis
   c. Environmental information
3. Services to the instructional staff:
   a. Pupil information
   b. A referral procedure
   c. Teacher participation
4. Services to the administration:
   a. Curriculum information
   b. Community liaison

EXHIBIT F

SUGGESTED GUIDANCE ACTIVITIES

TEACHERS, SPECIALISTS, CONSULTANTS

The Classroom Teacher

1. Establish a democratic atmosphere in the classroom which promotes good mental health among pupils.
2. Specify and post specific rules of behavior in keeping with school policies.
3. Utilize a positive approach in dealing with pupils.
4. Be consistant in enforcing class rules.
5. Individual class work according to individual abilities.
6. Be alert to special needs of pupils.
7. Utilize adopted guidance techniques.
8. Call upon guidance consultants in keeping with school practices.
9. Refer pupils suspected of having special needs to guidance committee on forms provided.
10. Serve on guidance committee as requested.

The Specialist Teacher (SLD, BD, GLD, Etc.)

1. Serve as a member of guidance committee.
2. Accept and advise on pupil referrals.
3. Observe pupils suspected of having special needs at request of guidance committee.
4. Assist teachers in utilizing adopted guidance techniques.
5. Share ideas for dealing with pupils who have special needs.
6. Assist in in-service sessions in area of expertise.
7. Work directly with pupils assigned.

EXHIBIT F.....continued

The Counselor

1. Serve as consultant to guidance committee.
2. Participate in planning and conducting staff development programs.
3. Serve as school guidance counselor on adopted schedule.
4. Participate in staffing for pupils with special problems.
5. Coordinate testing program.
6. Assist teachers in utilizing adopted guidance techniques.

The Psychologist

1. Serve as consultant to guidance committee.
2. Conduct student evaluations as referred.
3. Attend staffings for pupils with special needs.
4. Observe pupils suspected of having special needs.
5. Make recommendations for special program placement of pupils as needed.

The Social Worker

1. Serve as consultant to guidance committee.
2. Make home visits for referred pupils.
3. Counsel with pupils suspected of having social problems.
4. Serve as liaison between school and other social agencies.
5. Recommend placement for pupils whose social problems are such that they cannot be met by local school.

EXHIBIT G

CLASSROOM GUIDANCE TECHNIQUES

1. The classroom meeting
2. The life-space interview
3. The anecdotal record
4. The sociogram
5. Role playing
6. Behavior modification
7. The abbreviated case study

EXHIBIT H

DUTIES OF GUIDANCE COMMITTEE

1. Determining a philosophy of guidance in elementary schools. What is guidance? What services are to be offered pupils? How will the program be organized and conducted?
2. Determining procedures for providing teachers with basic guidance skills. What skills are needed? How can needed skills be obtained? How can skills be employed in the classroom? Which consultants are available for training teachers in the use of skills?
3. Determining procedures for providing pupils with basic school-living skills. What are the skills needed by pupils for normal adjustment to school life? How can the skills be identified, measured, and promoted?
4. Determining guidance techniques to be employed by teachers for gathering and using information. Which techniques are most suited to use within the classroom? How can proficiency in the use of techniques be gained by teachers? What resources are available to teachers?
5. Coordinating the school's guidance program with other system and outside agencies. What services are available within the system? What other agencies offer services to pupils? What procedures are to be followed in gaining the needed services?

APPENDIX I

NORTHWOODS SCHOOL GUIDANCE COMMITTEE

SCAN

(Special Services Committee at Northwoods)

NORTHWOODS SCHOOL GUIDANCE COMMITTEE (SCAN)

PURPOSE

In the proposed "generalist-preventive" approach to guidance in the elementary school, the guidance committee is the primary decision-making body. It is responsible for determining guidance needs at the local school, and deciding how those needs are to be met.

ORGANIZATION

Recommended membership on the committee is that it be representative of the school administration; the classroom teachers at primary, middle, and upper levels; specialized personnel on the staff; and guidance specialists from Pupil Services. A chairman is elected from the membership. (See Figure 1)

DUTIES OF MEMBERS

Committee members individually and collectively consult with classroom teachers about individual pupil's problems. Each member is delegated specific duties by the chairman. (See Appendix Ia)

Duties which members perform:

1. Collect referral forms from teachers.
2. Obtain student folders from file.
3. Log referrals in log book.
4. Notify teachers of staffing time.
5. Prepare and circulate agenda.
6. Complete and send referral forms to Pupil Services.

APPENDIX I.....continued

7. Maintain psychological files up to date.
8. Coordinate testing with Pupil Services.
9. Contact parents for staffings.
10. Complete and file follow-up forms.

SCHEDULE

A schedule is determined by the committee and entered on the school calendar. Scheduled meetings should be of sufficient frequency to meet the needs of the local school.

REFERRAL PROCEDURE

Referrals begin with the classroom teacher when it is suspected that a child has problems which cannot be met within the classroom. A referral form is submitted to the guidance committee where a decision is made to either work with local resources or refer him to Pupil Services. (See Appendix 1b)

OTHER FORMS

1. Parental Consent for Evaluation
2. Special Education Referral
3. Parental Consent for Placement
4. Parent Notification of Placement Meeting

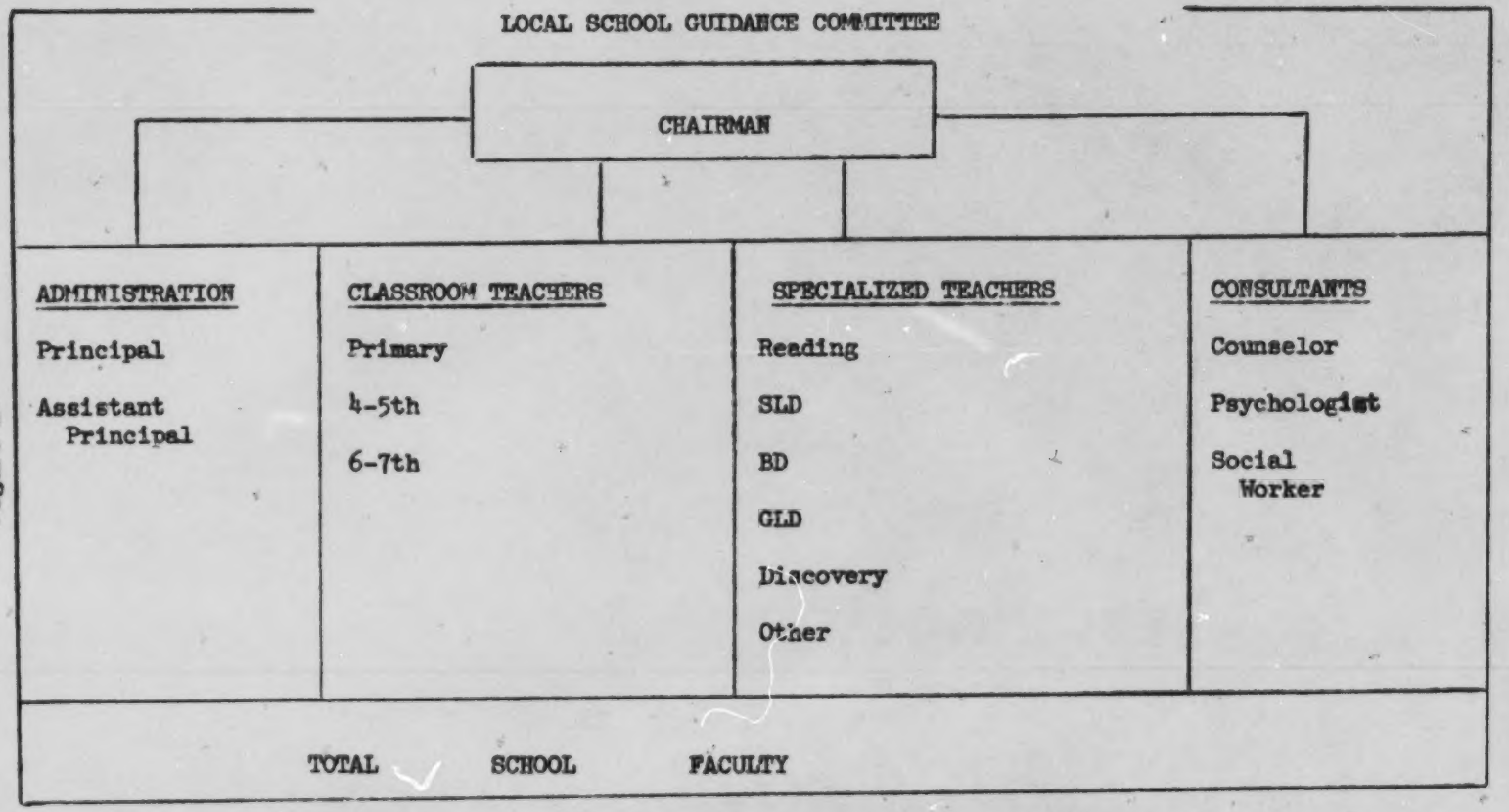


Figure 1.

Responsibilities: Organizes and administers school guidance program.

1. Determines referral procedures.
2. Devises referral forms.
3. Schedules pupil staffing to receive referrals.
4. Coordinates referrals with other agencies.

APPENDIX Ia

SCAN COMMITTEE DUTIES

Betty Davis - Chairman: (Classroom Teacher)

Moderate meetings; receive SCAN referrals; develop SCAN agenda and notify committee members and referring faculty members of meetings; see that psychologist gets necessary forms for testing; keep files up to date; committee representative for 6-7th grade wing.

Cheryl Kirby - Vice Chairman (GLD Teacher)

Substitute moderator for meetings; receives and makes copies of parental consent and Pupil Services referral forms for psychological files, returns yellow copy to chairman to hold for testing; returns other forms to appropriate committee members; begins individual checklist in student files; committee representative for front hall.

Shirley Lifsey - Logger (Discovery Teacher)

Logs referrals in log book and takes notes during meetings; sends parental consent forms for placement on those students entering Discovery program.

Jan Webb - Member (Behavioral Disorders Teacher)

Circulates necessary forms for staffing to referring teachers and follows through to see that forms are returned on time.

Beverly Schultz - Member (SLD Teacher)

Receives and makes copies of referral forms for psychological files; sends completed files to Robert Shaw Center after final check with chariman.

APPENDIX Ia.....continued

Judy Craft - Member (Reading Specialist)

Substitute logger; invites parents to attend staffing as indicated by Staff Services; committee representative for 4-5th grade wing.

Kathy Kohn - Member (Classroom Teacher)

Committee representative for Primary wing.

Rema Laing - Member (Classroom teacher)

Distributes and receives follow-up questionnaire, and reports to committee; notifies referring teacher of action by committee if teacher is unable to attend.

Sidney B. Horne - Member (Principal

Committee representative for front hall, coordinates local guidance function with system services.

Consultants

Dr. Harriett Matthews - School Guidance Counselor

Meets with SCAN for pupil staffings. Spends one day at school per week assisting teachers with guidance activities, and coordinates guidance program.

Miss Mary Alice Shinall - School Psychologist

Meets with SCAN for pupil staffings. Spends two days at school per month conducting pupil evaluations. Meets with parents by appointment.

Mr. Willard Rustin - School Social Worker

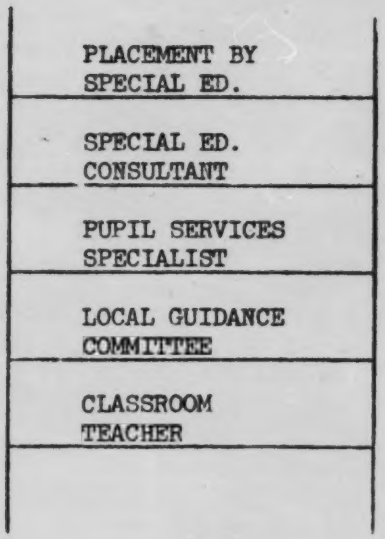
Meets with SCAN for pupil staffings. Makes home visits upon referral by local school. Meets with principal, teachers as follow-up to home visits.

APPENDIX Ib

LADDER OF REFERRAL

There are five steps to be followed from the classroom to placement in special programs as indicated in this ladder of referral. A child may be referred for any of the reasons indicated here as the first step of the ladder:

Suspected GLD	Change in Study Habits	Stealing
Truancy	School Phobia	Withdrawn
Excessive Absences	Fantasying	Resistant
Health Problems	Attention Seeking	Acting Out
Economic Deprivation	Disrespectful to Others	Disrupting Classroom
Family Relationships	Harming Others	Outstanding Ability
Uneven Performance	Temper Tantrums	Lying
Easily Distractible	Negativistic	
Inappropriate Language	Noticeable discrepancy in Performance and Potential	



STEP 5 Placement is made as need indicates and space is available.

STEP 4 Special education consultant reviews evaluation, holds staffing at local school and recommends appropriate treatment.

STEP 3 Guidance specialist sees child, evaluates and makes recommendation for meeting the child's needs.

STEP 2 Decision is made at local staffing as to treatment at local level or referral for further evaluation.

STEP 1 Classroom teacher refers to local guidance committee the child whose needs likely cannot be met in classroom.

APPENDIX Ic

REFERRAL FORMS

A local referral form is devised by the committee and a supply put into the hands of each faculty member. (See Appendix Id). Other forms used are: (Appendix Id - Il)

A. The Log

B. Referral Checklist

C. Follow-up Questionnaire

D. Referral for Psychological Services

E. Parental Consent for Evaluation

F. Special Education Referral

G. Parent Consent for Placement

H. Parental Notification of Plaement Staffing

APPENDIX Id

SCAN

Special Services at Northwoods

Northwoods Elementary School

Referral Form

Name of student being referred: Date_____

_____ Homeroom_____

Last Middle First

_____ _____

Referring Faculty Member Student's Subject

A. Description of behavior leading to the referral:

1. Classroom behavior:_____

_____

_____

2. Other Behavior:_____

_____

3. Academic Progress_____

_____

_____

Read. Level_____ Math Level_____

4. Socialization with Peers:_____

_____

5. Cooperation with teacher:_____

_____

B. Other reasons leading to the referral: (shoes, hearing, vision, etc.)_____

_____

C. Comments or suggestions:_____

_____

Note: Please return to Betty Davis' box in the office.

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APPENDIX Ie

Student	Teacher Homeroom / Teacher Referring	Date of Referral	Date to SCAN	Circumstances of Referral	Action Taken

APPENDIX If

Put in folder of child staffed.

Special Services Committee At Northwoods

SCAN Follow-up Questionnaire

TO: Referring faculty member,_____ Date_____

FROM: SCAN - Special Services Committee

RE: Name of Student,_____

We are asking your help in evaluating the current status of students who were referred to SCAN. Please circle the number on the following scale (1-4) which reflects your observations.

	*N/A	Regression	No Change	Some Improvement	Great Improvement
1. Classroom Behavior	N/A	1	2	3	4
2. Other Behavior	N/A	1	2	3	4
3. Academic Progress	N/A	1	2	3	4
4. Socialization (interaction with peers)	N/A	1	2	3	4
5. Cooperation (Interaction with teachers, counselors, administration)	N/A	1	2	3	4
6. Other:_____	N/A	1	2	3	4

Comments or suggestions:_____

_____

_____

Note: Please return to Rema Laing at your earliest convenience. Thank you for your help and cooperation.

*Non-applicable

APPENDIX Ig

_____
Student

_____
Referring Teacher

REFERRAL CHECKLIST

1. Parental consent for evaluation			
2. Psychological referral date			
3. Psychological testing date			
4. Special Education referral date			
5. Achievement scores			
6. Burk's Scale			
7. Teachers' Evaluation			
8. Date file sent to Robert Shaw			
9. Staffing date			
10. Parental consent for placement			
11. Placement date in Program			
12. Other testing data			

APPENDIX Ih

PUPIL SERVICES REFERRAL FORM

DeKalb County Schools

CHECK ONE OR MORE

*A. Psychological Service _____

*B. Social Worker _____

C. Other _____

Send to
Dr. Hester Thompson
W. D. Thomson Center
2892 North Druid Hills Rd., N.E.
Atlanta, Georgia 30329

FOR OFFICE USE ONLY

Referral No. _____

Date Received _____

Name _____ Date of Referral _____

Date of Birth _____ Age _____ Home Telephone _____

Parents' Name _____ Bus. Telephone _____

Street Address _____ City _____

School _____ Grade _____ Teacher (if elem.) _____

Principal _____ Homeroom _____

Has this child been referred to Pupil Services before? ____ If so, when and to whom ? _____

_____

Reason For Referral:

What is now being done to meet the child's needs?

_____

Counselor's or Principal's Manual Signature

NOTE: The parents' signed release form must accompany this referral if Psychological Services are requested.

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APPENDIX Ii

DEKALB COUNTY BOARD OF EDUCATION

PARENTAL CONSENT FOR EVALUATION

Date_____

Dear_____:
(Parent or legal guardian)

Your child, _____, has been referred for psychological and/or

eduational evaluation by _____ _____.
(Name) (Position)

We believe that an evaluation of your child is needed for educational planning. The evaluator who works with your child may use tests of intellectual, emotional, perceptual and/or language functioning.

Within 30 school days following the evaluation, you will be given the opportunity to discuss the results with the examiner.

No change will be made in your child's educational program until you are consulted. You will be given the opportunity to participate in all program committee meetings when the educational recommendations for your child are being developed. Such meetings will be held at a preannounced time to enable you to be present if you so desire.

In the event that no response is received from you within 15 school days, an appropriate school official will visit your home to determine the reason for lack of response.

Should you have any questions as to the reasons for the referral or the nature of the evaluation, you should call the school.

A local Hearing Review Board is available for the purpose of impartially judging the evaluation or placement decisions of the Special Education Placement Committee. Either you or the local school system may file an appeal to the board if a conflict exists.

Please return the attached form indicating your agreement or unwillingness to have your child evaluated.

Sincerely,

_____
Name

_____
Position

APPENDIX IJ

SPECIAL EDUCATION REFERRAL FORM
DeKalb County, Georgia, School System

James H. Hinson, Jr., *Superintendent*

DIRECTIONS:
1. Insert a sheet of carbon paper between pages one and two.
2. Complete the top half of sheet one using a red ball point pen.
3. Complete all of sheet three indicating all appropriate characteristics.
4. Remove all three pages from pad and staple in upper left corner.
5. Send all three pages to the Robert Shaw Center.

FOR OFFICE USE ONLY EFFECTIVE DATE OF THIS TRANSACTION Mo. Day Yr. SOURCE: R	Student No.	A003 Student Name – Last	A004 Student Name – First	A005 Student Name – Middle
	Date of Birth Mo. Day Yr.	Name of Attendance Area in which Student Lives	EE Attendance Area School No.	Name of School where Student is Enrolled (by SDF) / Home School No.

Referring School or Agency	EA School Agency No.	EB Referrer Title Mr. Mrs. Dr. Miss 1 ☐ 2 ☐ 4 ☐ 6 ☐	EC Referrer Name (First, MI, Last)
ED Date Referred Mo. Day Yr.	Other Agency which has examined this Student	NL Other Agency No.	Other Agency which has examined this Student / NM Other Agency No.

Has student been referred to Psychological Services? _____ When? _____
Has student been referred to the Reading Center? _____ When? _____
Has student received a hearing evaluation? _____ When? _____
Has student received a vision evaluation? _____ When? _____

Name of Person Filling Out this Form

PROCEED TO PAGE THREE

DO NOT WRITE BELOW THIS LINE
FOR OFFICE USE ONLY

Area	Status	Additional Information	Date Evaluated	Date Placed on Waiting List	Priority	Date Placed in Program	Srv.Sch.	Class
FA	FB	FW	FN Mo. Day Yr.	FP Mo. Day Yr.	FQ	FR Mo. Day Yr.	FS	FT
GA	GB	GW	GN Mo. Day Yr.	GP Mo. Day Yr.	GQ	GR Mo. Day Yr.	GS	GT
HA	HB	HW	HN Mo. Day Yr.	HP Mo. Day Yr.	HQ	HR Mo. Day Yr.	HS	HT

LA Standardized Test	LB Last Test Mo. Yr.	LC Next Test Mo. Yr.	LD Standardized Test	LE Last Test Mo. Yr.	LF Next Test Mo. Yr.	LG Standardized Test	LH Last Test Mo. Yr.	LJ Next Test Mo. Yr.

If at least one status code above equals "E," then check the appropriate box at the right. (NOTE: consider other programs student may be in.)

NN Half or Less Special Ed. R ☐ | More than Half Time Special Ed. S ☐ | Local L ☐

Authorized by

SPECIAL EDUCATION REFERRAL FORM
DeKalb County, Georgia, School System

James H. Hinson, Jr., *Superintendent*

DIRECTIONS:

1. Insert a sheet of carbon paper between pages one and two.
2. Complete the top half of sheet one using a red ball point pen.
3. Complete all of sheet three indicating all appropriate characteristics.
4. Remove all three pages from pad and staple in upper left corner.
5. Send all three pages to the Robert Shaw Center.

FOR OFFICE USE ONLY EFFECTIVE DATE OF THIS TRANSACTION Mo. Day Yr. SOURCE: R	Student No.	A003 Student Name – Last	A004 Student Name – First	A005 Student Name – Middle
	Date of Birth Mo. Day Yr.	Name of Attendance Area in which Student Lives	EE Attendance Area School No.	Name of School where Student is Enrolled (by SDF) / Home School No.

Referring School or Agency	EA School / Agency No.	EB Referrer Title Mr. Mrs. Dr. Miss 1 ☐ 2 ☐ 4 ☐ 6 ☐	EC Referrer Name (First, MI, Last)

ED Date Referred Mo. Day Yr.	Other Agency which has examined this Student	NL Other Agency No.	Other Agency which has examined this Student	NM Other Agency N

Has student been referred to Psychological Services? _____ When? _____
Has student been referred to the Reading Center? _____ When? _____
Has student received a hearing evaluation? _____ When? _____
Has student received a vision evaluation? _____ When? _____

Name of Person Filling Out this Form

PROCEED TO PAGE THREE

DO NOT WRITE BELOW THIS LINE
FOR OFFICE USE ONLY

Area	Status	Additional Information	Date Evaluated	Date Placed on Waiting List	Priority	Date Placed in Program	Srv.Sch.	Class
FA	FB	FW	FN Mo. Day Yr.	FP Mo. Day Yr.	FQ	FR Mo. Day Yr.	FS	FT
GA	GB	GW	GN Mo. Day Yr.	GP Mo. Day Yr.	GQ	GR Mo. Day Yr.	GS	GT
HA	HB	HW	HN Mo. Day Yr.	HP Mo. Day Yr.	HQ	HR Mo. Day Yr.	HS	HT

LA Standardized Test	LB Last Test Mo. Yr.	LC Next Test Mo. Yr.	LD Standardized Test	LE Last Test Mo. Yr.	LF Next Test Mo. Yr.	LG Standardized Test	LH Last Test Mo. Yr.	LJ Next Test Mo. Yr.

If at least one status code above equals "E," then check the appropriate box at the right. (NOTE: consider other programs student may be in.)

NN Half or Less Special Ed. R ☐ More than Half Time Special Ed. S ☐ Local L ☐

Authorized by

Referral Received _____
Psych. Serv. Referral _____
Psych. Serv. Report _____
Other Info Requested _____
Other Info Received _____
Staffing Date Assigned _____

4

STAFFING REPORT

_____

Parent Notification:
Referral _____
Testing Permission _____
Staffing Date _____
Recommendations _____
Placement Permission _____

STAFFING COMMITTEE:

_____ Chairman

_____

_____

_____

_____

_____

_____

_____

CONSIDERATIONS:

1. Achievement:

2. Testing:

3. Adaptive Behaviors:

4. Health:

5. Other:

RECOMMENDATIONS:

1. Placement in: Self Contained _____; Resource _____
   Itinerant _____; Center _____; Other _____

2. Other Services Needed:

3. No Services needed _____. Information for teacher:

4. Reports and/or referral to other agencies or department:

5. Follow up indications:

STUDENT NAME_____ SCHOOL_____ BIRTHDATE_____

DIRECTIONS:

1. Check all characteristics appropriate to this child.
2. Be sure to consider characteristics on side 6.
3. Staple this sheet to the two copies of the Referral.
4. Send all forms to the Robert Shaw Center.

INTELLECTUAL CHARACTERISTICS

___ 1. Has an I.Q. score below 75 on a standardized intelligence test
___ 2. Has an I.Q. score above 125 on a standardized intelligence test
___ 3. Scores much higher on non-verbal tasks than on verbal tasks
___ 4. Scores much higher on verbal tasks than on non-verbal tasks
___ 5. Lacks appropriate reasoning and judgment ability
___ 6. Has difficulty with abstract reasoning tasks
___ 7. Is superior in vocabulary, accurate word usage, ability to generalize, abstract reasoning, thinking, and/or memory
___ 8. Has outstanding creative talent in performing, visual, and/or practical arts
___ 9. Has unusual ability to plan and initiate study
___10. Forgets quickly (directions, etc.)

ACHIEVEMENT CHARACTERISTICS

___11. Is unable to read and comprehend at grade level
___12. Cannot print or write at his grade level
___13. Has no understanding of mathematics at his grade level
___14. Performs considerably poorer in one academic area than in others
___15. Evidences inconsistent progress in many areas from one time to another
___16. Achievement test scores are two or more years below grade level
___17. Achievement test scores are two or more years above grade level
___18. Has poor concept of time as compared to other students of similar age
___19. Has poor concept of the value of money as compared to other students
___20. Copies from the board or a book incorrectly
___21. Does sloppy, inaccurate work in all school activities
___22. Performs better in oral than in written work
___23. Performs better in written than in oral work
___24. Actual classroom performance is better than achievement test scores indicated
___25. Actual classroom performance is poorer than achievement test scores indicated
___26. Actual classroom performance is better than intelligence test scores indicated
___27. Actual classroom performance is poorer than intelligence test scores indicated

SOCIAL CHARACTERISTICS

___28. Appears to be actively disliked by the other children
___29. Appears to be generally ignored by the other children
___30. Is selfish; e.g., refuses to take turns, interrupts, does not share, wants own way
___31. Threatens or does physical violence to others
___32. Manipulates others in order to get what he wants
___33. Has a history of being abused, abandoned, or exploited
___34. Is socially reserved and tends to remain aloof from others, unusually quiet
___35. Tends to be highly suggestible and is easily led by others
___36. Appears to be relatively helpless and dependent on others
___37. Is exceptionally immature for age and has trouble relating to classmates
___38. Is unusually mature for age and has trouble relating to classmates
___39. Is looked up to as a leader by the other children
___40. Is unusually gregarious and talkative around other children and adults

BEHAVIORAL CHARACTERISTICS

___41. Self-conscious and easily embarrassed
___42. Frequently inattentive and engages in day dreaming
___43. Apathetic or withdrawn, seems unaware of his surroundings
___44. Is defiant, disobedient, or responds negatively to instructions, requests, orders
___45. Steals, lies, or cheats
___46. Displays violent behavior - verbally or physically and/or may be unusually cruel
___47. Actively dislikes or is absent from school excessively
___48. Has history of delinquency, running away, or trouble with the police
___49. Constantly talking and/or in motion, unable to relax
___50. Jumps from one activity to another and seldom finishes a task
___51. Cannot organize his own activities or carry out responsibilities
___52. Requires constant supervision in order to keep him from getting into trouble
___53. Finishes his work quickly and accurately, and makes good use of free time
___54. Seems to have no interest and lacks motivation to learn or try to do his best
___55. Gives up easily, or has feelings of inferiority
___56. Can complete work only if given individual attention or praise
___57. Has strange and/or unacceptable habits which are disturbing to the teacher or peers
___58. Has frequent mood changes and is often upset or irritated by minor incidences
___59. Worries or is overly particular about many things, seems to have no fun
___60. Complains about imaginary physical ailments
___61. Unhappy, depressed, or cries easily for no known reasons
___62. Reacts poorly to criticism or to frustration
___63. Has attention seeking or show-off behavior and may be jealous of others
___64. Has a tendency to over-estimate his own abilities
___65. Has difficulty understanding or following instructions
___66. Has difficulty in making decisions or in switching tasks
___67. Is impulsive and acts without thinking even though he may feel sorry later
___68. Becomes constructively involved in many extra curricular activities
___69. Has a wide range of interests and knows about many things not known to others

PHYSICAL CHARACTERISTICS

___ 70. Is poorly coordinated in physical activities requiring gross body movement
___ 71. Is poorly coordinated in activities requiring fine motor skills (writing, etc.)
___ 72. Falls with greater frequency than most while running
___ 73. Walks with an unsteady gait and may have shaking or trembling of limbs
___ 74. Has trouble maintaining balance when sitting, standing, or bending
___ 75. Has been diagnosed as having cerebral palsy or some other disabling disease
___ 76. Has a very low energy level and tends to tire easily
___ 77. Has been physically restricted to home or hospital for an extended period of time
___ 78. Cannot travel without mechanical device (wheelchair, braces, crutches, etc.)
___ 79. Uses stimulants, tranquilizers, or anti-convulsant drugs
___ 80. Complains of frequent earaches or has a discharge from ears on occasion
___ 81. Shows possible evidence of hearing difficulty (cupping ear, loud voice)
___ 82. Has failed to pass a screening test on an audiometric examination
___ 83. Wears a hearing aid, or has a statement from a physician noting hearing problems
___ 84. Eyes are irritable following prolonged close visual work (may rub them a lot)
___ 85. Eyes appear watery, red-rimmed, encrusted, or swollen eyelids
___ 86. Eyes are unduly sensitive to normal light levels or may squint a lot
___ 87. Holds written material excessively near or far from the eyes or at an odd angle
___ 88. Has visual acuity of 20/70 or less on a Snellen or other test (even with glasses)
___ 89. Wears glasses with a heavy correction or has a statement from doctor as to problem

LANGUAGE CHARACTERISTICS

___ 90. Speaks in a manner that is difficult to understand and calls attention to itself
___ 91. Seems to have difficulty in understanding what other people are saying to him
___ 92. Has difficulty in relating events in a sequential order
___ 93. May not talk at all or only to certain people--self conscious about speaking
___ 94. Has a very limited vocabulary or appears to be nearly non-verbal
___ 95. Demonstrates bizarre speech pattern
___ 96. Asks many pertinent questions and responds quickly
___ 97. Has faulty pronunciation of many words or syllables
___ 98. Has unpleasant speech quality (hoarseness, nasality, too weak or loud, flat or tinny)
___ 99. Speech is either too slow or too fast making it difficult to understand
___100. Speaks with blocking, stuttering, or other irregular interruptions
___101. Tends to use speech which is inappropriate for someone his age

APPENDIX Ik

DEKALB COUNTY BOARD OF EDUCATION

DEPARTMENT OF SPECIAL EDUCATION

PARENTAL CONSENT FOR PLACEMENT

Date_____

Dear_____:

On_____, the Special Education Placement Committee met. As a result of this meeting, the following recommendations were made regarding

_____.
(child)

The Special Education Placement Committee recommended that your child receive help through the_____program located in _____ school/center. He will participate in this program for ____hours per day. Attached is a description of the program which is recommended for your child.

If there should be a question about this placement, you may request a conference or you may appeal this decision through established due process procedures. However, the burden of proof regarding the placement recommendation lies with the school system. In addition, an independent evaluation by a certified or licensed examiner may be obtained if you so desire.

The minutes of the Placement Committee are on file with the Department of Special Education, and may be examined by you if you so desire.

In the event that no response is received from you within 15 school days, an appropriate school official will visit your home to determine the reason for lack of response.

The attached form should be completed and returned to your child's principal or center director as soon as possible.

Sincerely yours,

_____
Name

_____
Position

APPENDIX I1

DEKALB COUNTY BOARD OF EDUCATION

PARENT NOTIFICATION OF PLACEMENT COMMITTEE MEETING

Date_____

Dear_____:

As you recall, you recently gave the school system permission to evaluate your child,_____. This evaluation has been completed.

On_____(date) at_____(time) at_____(school/center)

the Placement Committee will be meeting to make recommendations. Although your presence is not required, you are welcome to attend. If you so desire, please call the school or center at _____(telephone).

Sincerely,

_____
(Chairman, Placement Committee)

APPENDIX II

SCAN PUPIL REFERRALS - STAFFINGS

Student	Teacher Homeroom / Teacher Referring	Date Of Referral	Date to SCAN	Circumstances of Referral	Action Taken
Maiden, McDonald	Hammons /	10-75	Pre-SCAN	Extreme difficulty with academic work.	Placed in GLD Resource.
McKinney, Dennis	Turrentin /	10-75	Pre-SCAN	Extreme difficulty with academic work.	Placed in GLD Resource.
Hawkins, Polly	Dooley /	10-75	Pre-SCAN	Extreme difficulty with academic work.	Placed in GLD Resource.
Hawkins, Johnny	Hackel /	10-75	Pre-SCAN	Extreme difficulty with academic work.	Placed in GLD Resource.
Meadows, Patricia	Pugh /	10-75	Pre-SCAN	Extreme difficulty with academic work.	Placed in GLD Resource.
Turner, Gene	Davis / Davis	11-75	11-18-75	Excessive absences, tragedy in the family-father burned to death 11-75.	Referred to Mr. Rustin. Two churches will handle physical needs. tested 1-20-76 - GLD. Staffed 3/76 placed GLD - 3/76.
Shira, Jeff	Davis / Davis	11-75	11-18-75	Excessive absences	Referred to Mr. Rustin. Mr. Rustin visited family. Mother quitting job to stay home with children.

Student	Teacher Homeroom / Teacher Referring	Date Of Referral	Date to SCAN	Circumstances of Referral	Action Taken
Trusty, Kenny	Shands / Same	10-75	11-4-75	Disruptive behavior, poor academic performance possible GLD.	Request for psych. testing. Tested 11-17-75. Staffed 1-76. Rec. GLD placement in self-contained. Temp. GLD Resource.
Williamson, Henry	Roberson / Same	10-24-75	11-4-75	Inability to perform in classroom, doesn't know alphabet - possible GLD.	Request for psych. testing. Tested 11-75, staffed 3-76. Rec. speech screening and tutoring. Speech screening arr. Placed in GLD Resource 3-76.
Byrd, Jim	Pugh / Same	Last year and 10-75	11-75	Disruptive behavior	Request for psy. testing. Tested 11-13-75. Rec. BD Self-contained Interim help will be given. Staffed 4/76. Waiting list.
		3-23-76	3-23-76	Did not return Dis. Broc.	Referred to Mr. Rustin 3-23-76.
Albright, Chris	Shands / Same	Last year and 10-75	11-4-75	Disruptive behavior	Request for psy. testing. Tested 11-13-75. Rec. BD self-contained Staffed 1-76. Placed in BD self-contained at Pleasantdale.
Stone, Patti	Massey / Same	Last year and 10-75	11-4-75	Poor academic performance	Request psy. testing. Tested 1-20-76. GLD. Staffed 3-2-76. Placed in GLD beginning 3/3/76.
Schick, Johnathan	Laing / Dr. Matthews	10-75	11-4-75	Immature behavior unusual repetitive movement.	Request psy. testing. Tested 11-24 - will give ITPA; is possible LD.
Pelham, Mike	Hackel / Same	10-75	11-18-75	Possible SLD.	Request psy. testing. ITPA 11-13 75. Rec. LD placement; staffed 12-75. Placed in 3rd gr. reading indiv. math. Re-staff in spring

Student	Teacher Homeroom / Teacher Referring	Date of Referral	Date to SCAN	Circumstances of Referral	Action Taken
Jaco, Mike	Roberson / Same	12-2-75	12-2-75	Excessive absences possible SLD	Mr. Rustin will check. Mr. Rustin visited child is left alone till after 5. On waiting list for LD.
Sosebee, Jack	Hammock / Hammock	11-75	12-2-75	Excessive absences	Referred to Mr. Rustin. Family visited - on welfare. Mother said was sickly, doing better teeth fixed.
Reynolds, Paul	McAuliffe / Davis	10-75	Pre-SCAN	Possible SLD	Referred for testing (psy.) Tested 10-75; staffed 12-75. Placed in SLD program for ½ day beginning 1/76.
Garrett, Randy	Laing / Laing	11-75	11-18-75	Possible SLD	Hearing tested - good. Rec. for psy. testing; tested 3-11-76; ITPA given 3-25-76.
Baker, Kenneth	Hackel / Same	Last year and 10-75	Pre-SCAN	Possible SLD	Staffed 12-8-75. Placed in SLD for ½ day.
Densmore, Rodney	Davis / Same	10-75	11-75	Poor performance possible GLD.	Recommended for testing. Tested 12-75. Qualifies for GLD. Staffed 2/76; placed in GLD resource 2/76.
Clausen, Milton	Shands / Mr. Horne	12-16-75	12-16-75	Excessive absences	Referred to Mr. Rustin.

Student	Teacher Homeroom / Teacher Referring	Date of Referral	Date to SCAN	Circumstances of Referral	Action Taken
Harrell, Marley Ann	Laing / Same	12-16-75	12-16-75	Hostile attitude. Adopted by the father; has step mother. Mother requested referral.	Moved
Smith, Wade	Norman / Norman	1-6-76	1-6-76	Emotional problems. Excessive crying, headachs, wants constant attention.	Request help from Dr. Matthews Professional counseling recommended.
Phillips, James	Laing / Merrill	1-6-76	1-6-76	Hyperactive, short attention span. Hearing loss. Speech problem. Sch. for surgery for hearing.	Recommend follow-up on hearing. Recommended for speech. Had surgery on 1-5-76 for hearing.
Taft, Shane	Massey / Massry	11-18-75	1-20-76	Rebellious, distractive, hurts others, takes other childrens belongings.	Mother has taken to pediatrician is now on mild tranquilizer. Tested 2-76. Staffed 4-76. Placed on BD waiting list.
Dougherty, William	Levy / Levy	1-30-76	1-30-76	Excessive absences.	Referred to Mr. Rustin 1-30-76.
Barnhart, Gail	Pugh / Same	10-75	10-75	Possible GLD	Tests IQ 80 too high for GLD. Needs ITPA - given 2-[illegible]-76 recommended LD.
Watts, Violet	Dooley / Same	10-75	10-75	Possible GLD	Tests low average ability with weak verbal skills, too low for LD. Tested 1-22-76

Student	Homeroom Teacher / Teacher Referring	Date of Referral	Date to SCAN	Circumstances of Referral	Action Taken
Hooper, David	Laing /	No referral brought up by social worker.	1-76	Suspected child abuse. Mr. Rustin requested to visit. Possible BD.	Mr. Rustin reports the family needed and received emergency help in food and clothing.
Bruce, Steve	Pugh / Same	10-75	10-75	Possible GLD	Tested 10-23-75 (full scale 75) Staffed 1-23 - placed in GLD tutorial program.
Wilson, Tina	Laing / Merrill	9-25-75	1-30-76	Possible LD - Has reversal problems - vision test requested.	Recommended for testing 2-26-76. Moved.
Graham, Tony	Pugh / Same	10-75	10-75	Possible BD Disruptive behavior	Recommended for testing.
Hendrix, Danny	Turrentine / Davis	10-75	Pre-SCAN	Possible GLD Excessive absences	Placed in GLD resource. Referred to Mr. Rustin.
Miller, Clinton	Lamb / Lamb/Merrill	2-2-76	2-20-76	Inconsistant academic progress. Possible auditory problem.	Request auditory test. Tested 3-25-76. WISK and Bender - will give ITPA.
Vann, Kellie	Iddins / Iddins	2-3-76	2-20-76	Very poor academic progress. Immature behavior. Possible SLD.	Tested 3-25-76 - average to high average. Child is young and immature. Rec. reading spec. and stay with age group.

Student	Teacher Homeroom / Teacher Referring	Date of Referral	Date to SCAN	Circumstances of Referral	Action Taken
Mullane, Thomas	Hill / Same	2-9-76	2-20-76	Disruptive behavior	Tested by psychometrist 2-12-76.
Parker, Robert	Crist / Same	2-9-76	2-20-76	Disruptive behavior, attention getting, steals short attention span.	Dr. Matthews will council in room.
Cannady, Robert	Wall / Wall	2-16-76	2-20-76	Frequent absences and tardiness.	Referred to Mr. Rustin.
Martin, Bruce	Davis / Supinski	1975	Pre-SCAN	Possible LD	File being held at R. Shaw staffing not necessary in '76 Mother agreed to this.
Shusterman, Michael	Iddins / Iddins	3-2-76	3-23-76	Disruptive behavior defies authority; transferred to Northwoods for gifted program.	Recommended for BD resource.
Payne, John	Norman / Same	3-9-76	3-23-76	Excessive absences	Referred to Mr. Rustin. Needs clothes - Grandparents say he is always ill. Abs. improved as of 4/20/76.
Jarrell, Jay	Norman / Norman & Mother	3-9-76	3-23-76	Disruptive behavior	Was tested 3-22-76 privately and will have further testing at Atlanta Speech School. (by parents)

PACKET II

DEVELOPING A STAFF DEVELOPMENT PROGRAM FOR TEACHERS IN GUIDANCE

INTRODUCTION

In using this learning packet, please first complete the pre-assessment without the help of any outside sources. When the pre-assessment is completed, turn to the next activity and answer each item using the sources listed in the exhibits. The final section of the packet is a post-assessment and a scale to indicate any change as a result of the packet use.

PURPOSE:

The purpose of this packet is to assist elementary school administrators and teachers in developing a staff development program in guidance.

CONCEPT:

For an elementary school guidance program to be successful, basic skills are required by teachers.

Sub-Concept:

Teachers can learn basic guidance skills through in-service sessions.

OBJECTIVES:

Given the necessary motivation and support, elementary school administrators and teachers will be able to:

1. Use the instrument provided to assess present guidance skills usage.
2. Develop an in-service program for providing teachers with basic guidance skills.
3. Use the instrument provided to post assess the guidance skills of teachers.

ACTIVITY 1 (OBJECTIVE 1)

PRE-ASSESSMENT OF GUIDANCE SKILLS OF TEACHERS

1. List five skills used by teachers to help pupils adjust to school life.

   a.

   b.

   c. UNKNOWN

   d.

   e.

2. List five guidance skills used by teachers in individual and group problem solving.

   a.

   b.

   c. UNKNOWN

   d.

   e.

3. List three behavior changing skills needed by teachers.

   a.

   b.

   c.

4. List three reasons why teachers should possess guidance skills.

   a.

   b. UNKNOWN

   c.

5. On the scale below, indicate with a checkmark the present use of guidance skills by teachers.

ACTIVITY 2 (OBJECTIVE 2)

1. List as many guidance skills as possible which you consider needed by teachers. (See Exhibit A) (See Appendix I)
   a. Modeling
   b. Leading
   c. Reflecting
   d. Summarizing
   e. Confronting
2. List three in-service methods through which those skills can be gained by teachers. (See Exhibit B) (See Appendix I)
   a. Local in-service, using in-house personnel
   b. Local in-service, using district consultants
   c. District, area in-service courses
3. List three sources of information which will be helpful to teachers in gaining guidance skills. (See Exhibit C) (See Appendix I)
   a. Local school media center
   b. System resource center
   c. System career education center
4. Name three consultants who are available and able to assist teachers in gaining guidance skills. (See Exhibit D) (See Appendix I)
   a. Dr. Harriett Matthews - school counselor
   b. Miss Mary Alice Shinall - school psychologist
   c. Mr. Willard Rustin - school social worker

ACTIVITY 3 (OBJECTIVE 3)
POST ASSESSMENT OF GUIDANCE SKILLS OF TEACHERS

1. List five skills you use to help pupils adjust to school life.

   a. Attending

   b. Leading

   c. Reflecting

   d. Summarizing

   e. Modeling

2. List five skills you use in group and individual problem solving.

   a. Establish a relationship and get helpee involved.

   b. Determine and explore alternatives

   c. Gather relevant information

   d. Explore implications and consequences

   e. Clarify values

3. List three behavior-changing skills you use in working with your pupils.

   a. Modeling

   b. Rewarding

   c. Contracting

4. List three reasons why teachers should possess guidance skills.

   a. To assist pupils in adjusting to school life.

   b. To assist pupils in problem solving.

   c. To prevent problems from occurring.

5. On the scale below, indicate with a checkmark the present use of guidance skills by teachers.

Much Improvement Needed — Little or no Improvement Needed

EXHIBIT A

HELPING SKILLS FOR POSITIVE ACTION*

Key Characteristics of Helping for Action

1. The helper uses listening and reflecting skills to discover central problems and assess the helpee's situation.
2. The helper assists the helpee to state his problem(s) in behavioral terms as a goal(s) to be achieved.
3. The helper and helpee agree on the priority of problems to be solved and acceptable levels of success.
4. The helper utilizes his full range of skills to work toward helpee goals.
5. The helpee gives evidence that he is aware of the consequences of each action alternative.
6. The process is monitored continuously. The helper and helpee agree on evaluation of progress and any changes in strategy to be instituted.
7. The helper and helpee plan the transition from learning coping skills to maintaining new behaviors in their natural setting without the helping relationship.
8. The helper and helpee decide if the primary goal and subgoals have been reached and if the helpee has learned the personal problem-solving process.
9. The entire helping process is evaluated and examined for learnings to be applied in future helping relationships.

*Brammer, The Helping Relationship, Process and Skills, 1973, Prentice-Hall, Inc. Englewood Cliffs, New Jersey.

The Problem-Solving Process

1. Establish a relationship and get the helpee involved. Helpee must be interested in the process and have hope that he has the power to make decisions that will influence his life profoundly.
2. State and clarify the problem and determine goals. This step is a special application of the goal-setting process.

   From the helpee's initial complaints and feelings, the helper and helpee together describe how the helpee acts now and how he would like to act. Thus, goals are formulated toward which he can work with some helper. Goals, according to Krumboltz (1966) must meet three criteria: (1) the goals are desired by the helpee and and tailored to him; (2) the helper is willing to help him work toward the goal; (3) attainment of the goal is observable and assessable.
3. Determine and explore alternatives to the mere apparent solutions.
4. Gather relevant information. This may take the form of active seeking and reading by the helpee, statements of fact by the helper, simulation games, films, or tests.
5. Explore implications of information and consequences of the alternatives.
6. Clarify values that underlie personal choices. Helpee must know what they desire and the order in which they value those desires. The helper leads the helpee into exploration of his interests, competencies, family circumstances, social expectations, and realities.
7. Re-examine the goals, alternative choices, risks, and consequences. A final check on understanding the information and implications is made before the final decision.

8. Decide on one of the alternatives and formulate a plan for or course of action implementing that decision.
9. Generalize the process to new life situations.
10. Try out the plan for implementing the decision with periodic re-evaluation in light of new information and changing circumstances.

A Summary of the Problem-Solving Steps:

1. Involve the helpee.
2. State the problem, assess the setting, and determine the goal.
3. State and explore alternatives.
4. Gather information.
5. Explore implications.
6. Clarify values.
7. Re-examine goals, alternative choices, risks, and consequences.
8. Decide from alternative.
9. Generalize to other situations.
10. Evaluate the process.

BEHAVIOR CHANGING SKILLS

Modeling

Modeling is a method of learning by vicarious experience or imitation, such as watching the performance of others. A wide variety of behavior can be changed through modeling. Modeling seems to be most effective when the model has characteristics of status, competence, knowledge, and power. If the models possess qualities similar to helpers, they are effective.

General principles of using modeling are:

1. Determine which features of a model would be most attractive to the helpee.

2. Decide upon the objectives of the modeling.
3. Choose believable models similar to the helpees in age, sex, and race.
4. Decide if live or simulated modeling would be more appropriate and practical.
5. Design a modeling format, script, or role playing sequence.
6. Conduct the modeling exercise.
7. Discuss the helpee's reactions in terms of feelings, learnings and suggestions.
8. Recognize that informally we are modeling behaviors constantly for helpees.

Rewarding Skills

Summary of rewarding skills in the helping process:

1. Reward performance, not the person.
2. Determine the reward most appropriate to the helpee, considering unique interests, age, and setting.
3. Utilize social rather than tangible reinforcers.
4. Apply the reinforcer as soon after the appearance of the desired behavior as possible.
5. As an ethical matter, obtain the understanding and permission of the helpee when using rewarding methods.

Contracting Skills

Contracting is a method for systematically arranging the rewards so that the probability of a response is increased. A contract is an agreement with the helpee which identifies the specific tasks both helper and helpee will perform in return for specific rewards.

Characteristics of contracts are: (1) Specificity - the helpee knows

what is expected of him and the consequences for doing or not doing agreed tasks. He makes the choices so he learns to make decisions and to take responsibility for his own behavior. (2) Impersonality - the helpee is not emotionally obligated to do the agreed task, nor is the helper emotionally involved in his doing the task. Both parties understand the consequences of not fulfilling the contract so the whole issue of achievement is put on an impartial and impersonal basis. (3) Feasibility - the specified task must be in the behavioral repertoire of the helpee.

Summary of principles for using contracting skills:

1. Recognize a contract as an agreement between you and the helpee about the nature and conduct of your responsibilities.
2. Decide if a formal contract would facilitate the use of reinforcing conditions in behavior change problem, or if an informal agreement would suffice.
3. Formulate the contract for a specified time.
4. Ascertain that all parties understand and agree to the contract.
5. Provide for monitoring the contract and deciding when the contract is to be terminated.

EXHIBIT A.....continued

HELPING SKILLS FOR UNDERSTANDING*

Skill Cluster 1: Listening Skills

1.1 Attending

Summary of guidelines for effective attending behavior:

a. Establish contact through looking at the helpee when he talks.

b. Maintain a natural relaxed posture which indicates your interest.

c. Use natural gestures which communicate your intended messages.

d. Uses verbal statements which relate to his statements without interruptions, questions, or new topics.

1.2 Paraphrasing - summary of guidelines

a. Listen for the basic message of the helpee.

b. Restate to the helpee a concise and simple summary of his basic message.

c. Observe a cue, or ask for a response, from the helpee which confirms or discomfirms the accuracy and helpfulness of the paraphrase for promoting his understanding.

1.3 Clarifying - general guidelines

a. Admit confusion about helpee's meaning.

b. Try a restatement or ask for clarification, repetition, or illustration.

1.4 Perception Checking - summary of guidelines

a. Paraphrase what you think you heard.

b. Ask for confirmation directly from the helpee about the accuracy of your perception of what he said.

c. Allow the helpee to correct your perception if it was inaccurate.

*Brammer, The Helping Relationship, Process and Skills, 1973, Prentice-Hall, Inc. Englewood Cliffs, New Jersey.

Skill Cluster 2: Leading. The purpose of leading is to invite or encourage the helpee to respond to open communication.

2.1 Indirect Leading - guidelines

a. Determine the purpose of the lead clearly.

b. Keep the lead general and deliberately vague.

c. Pause long enough for the helpee to pick up the lead.

2.2 Direct Leading - guidelines

a. Determine the purpose of the lead.

b. Express the purpose in words which elicit specific elaboration.

c. Allow the helpee freedom to follow your lead.

2.3 Focusing - guidelines

a. Use your own feelings of confusion and sense of helpee direction as a guide to decide when to focus.

b. Be alert to feedback from the helpee about priority of topics.

c. Asssit the helpee to focus on feelings which may be hidden in the discussion.

2.4 Questioning - guidelines for question types of leads

a. Ask open-ended questions which cannot be answered with "yes" or "no".

b. Ask questions that elicit feelings from what the helpee just said rather than information.

c. Ask questions that lead to clarification for the helpee rather than information for the helper.

Skill Cluster 3: Reflecting. Main purpose of using reflection from the helper's viewpoint is to understand the helpee's experience, and to tell him that he is trying to perceive the world the way the helpee is viewing it. There are three areas of reflecting--feeling, experience and content.

3.1 Feelings. Skillful use of reflecting depends on the helper's ability to identify feelings and cues for feelings. Feelings are more subtle than emotions, which we ususally think of as anger, love, disgust, fear, or agression. Examples of feelings would be affection, pleasure, hostility, guilt or anxiety.

3.2 Experience. The helper reads the body language that is expressing implied feelings nonverbally. He responds to the total experience he observes in the helpee.

3.3 Content. Reflecting content is repeating in fewer and fresher words the essential ideas of the helpee, and is like paraphrasing. Reflecting content is a skill to give the helpee words for expressing himself.

Guidelines for reflecting

a. Read the total message - stated feelings, nonverbal body feelings, and content.

b. Select the best mix of content and feelings to fulfill the goals for understanding at this stage of the helping process.

c. Reflect the experience just perceived.

d. Wait for helpee's confirming or disconfirming response to your reflection as a cue about what to do next.

Skill Cluster 4: Summarizing. Summarizing skills include attention to what the helpee says (content), how he says it (feelings), and the purpose, timing, and effect of his statements (process). Summaries of process include statements of where the helping process has been going and where it is now.

The main purpose of summarizing is to give the helpee a feeling of movement in exploring ideas and feelings, as well as awareness of progress in learning and problem solving.

4.1 Feeling)

4.2 Content) guidelines

4.3 Process)

a. Attend to the various themes and emotional overtones as the helpee speaks.

b. Put together the key ideas and feelings into broad statements of his basic meanings.

c. Do not add new ideas to the summary.

d. Decide if it would be more helpful to state your summary or ask him to summarize the basic themes, agreements, or plans.

e. In deciding how to do four above consider your purpose:

Was it to warm up the helpee at the beginning of the interview?

Was it to focus his scattered thoughts and feelings?

Was it to close discussion on this theme?

Was it to check your understanding of the interview progress?

Was it to encourage him to explore the theme more completely?

Was it to terminate the relationship with a progress summary?

Was it to assure him that the interview was moving along well?

Skill Cluster 5: Confronting

5.1 Recognizing feelings in oneself as a helper.

5.2 Describing feelings in oneself and sharing them with the helpee. This serves as a model for the helpee to recognize and express his feelings. The values for the helpee of sharing feelings are considerable.

He experiences relief from the tension, satisfaction that he had the courage to face the feeling, and release of new creative energy. The limitations of free expression of feelings by helpee (ventilation) are that he feels so good afterward that he considers it is unnecessary to go on actively solving his problems.

Be cautious about free expression of feeling if:

a. helpee is known to have severe emotional disorders-hysterical tendencies, delusional thinking, extreme anger, for example;

b. his life is frought with crises and emotional demanding pressures such that discussing them mobilizes more feeling than he can handle;

c. his past history in dealing with emotional crises is known to be shaky;

d. strong resistance to exploration of feelings is noted;

e. adequacy of your own experience as a helper of disturbed people is doubtful;

f. your own emotional life is in turmoil;

g. time available for working through the feelings all the way is not adequate;

h. specialist support services are not available or adequate;

i. policies of your institution for exploring intense emotional life of students is discouraged;

j. attitudes and expectations of parents or guardians of young helpees are not explored.

Guidlines for describing and sharing feelings;

a. Share your own feelings as a model.

b. Ask the helpee to share his feelings.

c. Be cautious about the depth and extent of sharing.

5.3 Feeding back - main guidelines

a. Give opinions in the form of feedback only when the helpee is ready.

b. Describe the behavior before giving your reaction to it.

c. Give feedback in the form of opinions about his behavior rather than judgments about him.

d. Give feedback about things that the helpee has the capacity to change.

e. Feedback should be given in small amounts so that the helpee can experience the full impact of the helper's reaction.

f. Feedback should be a prompt response to current and specific behavior, not unfinished emotional business from the past.

g. Ask the helpee for reactions to your feedback.

Skill Cluster 6: Interpreting. Interpreting is an active helper process of explaining the meaning of events to helpees so that they are able to see their problems in new ways. The main goal is to teach helpees to interpret events in their lives by themselves. In paraphrasing, the helpee's internal frame of reference is maintained, whereas, through interpretation the helper offers a new frame of reference.

Guidelines for interpreting:

a. Look for the basic message(s) of the helpee.

b. Paraphrase these to him.

c. Add your understanding of what his message means in terms of your theory or your general explanation of motives, defenses, needs, styles, etc.

d. Keep the language simple and the level close to his message. Avoid wild speculation and statements in esoteric words.

e. Introduce your ideas with some kind of statement indicating that you are offering your ideas tentatively on what his words or behavior means.

f. Solicit the helpee's reactions to your interpretations.

g. Your main goal is to teach the helpee to do his own interpreting. Remember you can't give insight to others.

Skill Cluster 7: Informing

Summary of guidelines for informing skills:

a. Be informed, or know the source of information.

b. Do not use educational or psychological test instruments without thorough training in their uses and limitations.

c. Don't use advice unless it is in the form of tentative suggestions based upon solid expertise.

EXHIBIT B

IN-SERVICE METHODS

1. Local in-service, using in-house personnel
   a. The principal
   b. Proficient classroom teachers
   c. Specially trained teachers - (SLD, BD, GLD, Reading, etc.)
2. Local in-service, using district consultants from:
   a. Pupil Services Department
   b. Special Education Department
   c. Central office
3. District in-service courses
4. Enrollment in area colleges, universities

EXHIBIT C

SOURCE OF INFORMATION

1. The local school media center. (See Exhibit C-1)
2. The system resource center. (See Exhibit C-2)
3. The system career education center. (See Exhibit C-3)

EXHIBIT C-1

LOCAL SCHOOL MEDIA CENTER

Books

Bramer, Lawrence M., The Helping Relationship, Process and Skills.

Garry, Ralph, Guidance Techniques for Elementary Teachers, Charles E. Merrill Books, Inc.

Nelson, Richard C., Guidance and Counseling in the Elementary School, Holt, Rinehart, Winston.

Peters, Herman J., and Farwell, Gail F., Guidance, A Developmental Approach, Rand McNally & Co.

Karlin, Murial S. and Berger, Regina, Discipline and the Disruptive Child, Parker Publishing Company.

Silberman, Charles E., Crises in the Classroom, Random House.

Ohlsen, Merle M., Counseling Children in Groups, Holt, Rinehart and Winston.

Faust, Verne, The Counselor-Consultant in the Elementary School, Houghton Mifflin Company.

Casavis, James N., Principal's Guidelines for Action in Parent Conferences, Parker Publishing Co.

Krumboltz, John D and Helen B., Changing Children's Behavior, Prentice-Hall, Inc.

Simon, Sidney B., Howe, Leland W., and Kirschenbaum, Howard, Values Clarification, Hart Publishing Co.

Blos, Peter, On Adolescence, McMillan Publishing Co.

Kagen, Jerome and Coles, Robert, Twelve to Sixteen - Early Adolescence, W. W. Norton and Co.

National Commission Resources for Youth, New Roles for Youth, Citation Press.

Carkhuff, Robert R., The Art of Helping, Human Resource Development Press.

Koren, Elaine Todd, Flexible Guidance in the Elementary School: Tested Techniques for a Stress-Free Classroom, The Center for Applied Research in Education.

EXHIBIT C-1.....continued

Journals - Magazines - Pamphlets

Elementary School Guidance and Counseling

Learning

The Master Teacher

Childhood Education

The Early Years

Instructor, The Magazine for Elementary Teachers

Early Years

Exceptional Children

The Reading Teacher

Teacher

The Elementary School Journal

Filmstrips

Manners at Home

Manners at School

Good Citizen Obeys Rules and Laws

Good Citizen Respects Property

EXHIBIT C-2

SYSTEM RESOURCE CENTER

Books

Amos, William E. P., and Grambs, Jean D., Counseling the Disadvantaged Youth.

Barry, Ruth and Wolf, Beverly, Modern Issues in Guidance - Personnel Work.

Buckley, Nancy K., Modifying Classroom Behavior.

Cook, David R., Guidance for Education in Revolution.

Cox, Phillip W. L., Duff, John Carr, and McNamara, Marie, Basic Principles of Guidance.

Cultice, Wendell W., Positive Discipline for a More Productive Educational Climate

Detjen, Ervin Winfred and Detjen, Mary Ford, Elementary School Guidance.

Haring, Norris G. and Phillips, E. Lokin, Analysis and Modification of Classroom Behavior.

Johnston, Edgar, The Role of the Teacher in Guidance.

Joslin, Sesyle, What Do You Say, Dear?

LaSalle, Dorothy, Guidance of Children Through Physical Education.

Leaf, Munro, Manners Can Be Fun.

Lefever, E. Welty, Principles and Techniques of Guidance.

National School Public Relations Association, Discipline Crisis in Schools.

Journals

Elementary School Guidance and Counseling

Emotionally Disturbed Children's Bulletin

Exceptional Children

Gifted Child Quarterly

Journal of Counseling Psychology

EXHIBIT C-2.....continued

Films

Acting with Maturity

Am I Dependable?

Amelia and the Angel

Beginning Responsibility: Being a Good Sport

Beginning Responsibility: Doing Things for Ourselves

Beginning Responsibility: Lunchroom Manners

The Creeps Machine

Developing Responsibility

Everyday Courtesy

Going to School Is Your Job

The Golden Rule

Good Citizens

Growing Up

Hopscotch

Homework and Study Habits

How to Take a Test

Independent Study

Interdependence

Learning from Disappointments

Lunchroom Etiquette

Manners in School

Mealtime Manners and Health

Minority Youth - Adam

Petunia

EXHIBIT C-2.....continued

Respect for Property

A Test Can Teach

What's the Good of a Test

What's Your Authority

Who Needs Rules

William - From Georgia to Harlem

Yours, Mine, Ours

Filmstrips

Good Citizen Cooperates With Others

Good Citizen Grows in Responsibility

Good Citizen Is Well Informed

A Good Citizen Lives Honestly

Manners in Public

Manners When Visiting

Kits

The Art of Seeing

Career Awareness

Coping With Competition

Courtesy Series

Exploring Your Feelings

First Things: A Strategy for Teaching Values

First Things: But It Isn't Yours---

Thinking Skills Development Program

EXHIBIT C-2.....continued

First Things: The Trouble With Truth

First Things: What Do You Do About Rules?

First Things: You Promised

Getting Along

Getting Along in School

Getting to Know Me

How Do I Learn

How to Study and Why

Stage One: Awareness

Stage Three: Involvement

Stage Two: Responding

Tales of the Wise Old Owl

Understanding Values

Values

EXHIBIT C-3

SYSTEM CAREER EDUCATION CENTER

Kits

Adventures of the Lollipop Dragon Set A and Set B

How the Lollipop Dragon Got His Name

Working Together

Avoiding Litter

Care of Property

Taking Turns

Kindness to Animals

Career Awareness: A Primary Introduction to Career Education

I Have a Body

I Have a Brain

The Work People Do

I Can Do Things

I Can Make Choices

Developing Basic Values

Respect for Property

Consideration for Others

Acceptance of Differences

Recognition of Responsibilities

Family Problems of Young Teens

The Problems with Young Teens

Cutting the Apron Strings

Understanding Brothers and Sisters

The Teen's Role in a Family

EXHIBIT C-3.....continued

Learning About Me

Different Shapes

First Step

I'm New Here

Borrowed Friendship

I'm the Boss

Learning to Live With Others Group 1 and Group 2

Learning What Giving Is All About

Learning About Listening

Learning to be Your Best Self

Learning to be Responsible

Learning to Trust People

Learning to Keep a Promise

Learning About Patients

Learning to Face Up to Mistakes

Popularity Problems of Young Teens

Discovering the Real "You"

Becoming More Self-Confident

The Art of Friendship

The Need to Belong

Values Set A and Set B

Telling the Truth

What is Stealing

Lies, Halftruths, and Untold Truths

Other's Values/Your Values

EXHIBIT C-3.....continued

Why Do We---?

Work and Play

Have Rules

Who Cares/Staying Involved

Right, Wrong, or Maybe

Cheating and Chiseling

Stealing

Why Do We Grow?

Why Do We Feel?

Why Do We Die?

Kindness

Politeness

Responsibility

Citizenship

Getting to Know Me

Listen Jimmy

People Are Like Rainbows

A Boat Named George

Strike Three You're In

Minorities and Majorities

Me, You, and Us

Him, Her, and Them

Them and Us

Being Alike and Being Different

Faster, Bigger, and Smarter

EXHIBIT C-3.....continued

I Hate You

Leisure Time: Busy or Bored

Work for What

Killing Time and Yourself

Free Time is Not so Free

Leisure on a Shoestring

Have You Tried?

Time to Be Yourself

DUSO I

DUSO II

FOCUS I

FOCUS II

FOCUS III

TAD

EXHIBIT D

IN-SERVICE CONSULTANTS

1. Pupil Services Department
   a. Director of Pupil Services
   b. Coordinator of Guidance Services and staff
   c. Coordinator of Psychological Services and staff
   d. Coordinator of Social Workers and staff
2. Special Education Department
   a. Director of Special Education and staff
   b. Consultant for SLD and staff
   c. Consultant for BD and staff
   d. Consultant for GLD and staff
   e. Other consultants for specific services and staff
3. Central Office Instructional Personnel

APPENDIX I

IN-SERVICE SESSIONS WERE HELD ON A WEEKLEY BASIS, ONE HOUR PER WEEK, BEGINNING SEPTEMBER, 1975 - APRIL, 1976.

IN-SERVICE SESSIONS

Goals

1. Teachers will participate in an in-service program with guidance specialists designed to improve their understanding and use of specific guidance skills, techniques, and practices.
2. Through group sessions, and individual classroom modeling by a counselor, teachers will become able to employ the helping skills in their classrooms.
3. As a result of group discussions and interaction with a guidance team, teachers will be able to utilize group and individual guidance techniques to develop school-living skills among their pupils.
4. As a result of group discussions and interaction with a guidance team, teachers will be able to participate in a referral and staffing process for those children who have special needs.

Overall Plan

The in-service activities are designed to improve teacher skills in four areas:

1. Understanding and use of specific guidance techniques.
2. Using the helping relationship skills.
3. Identifying, measuring, and building pupils school-living skills.
4. Information gathering and use.

For each of the four areas, four one-hour in-service sessions were planned in group meetings. In addition, a counselor specialist acted as a counselor-model in each classroom for a total of five one-half-hour

sessions. Each session was planned to facilitate accomplishment of one particular phase of the overall task.

The model used to plan each of the sessions:

1. Objective for session
2. Procedure
3. Materials

Session One (group)

Objective

Teachers will participate in a discussion of the results of a survey of guidance services in elementary schools. They will assist in organizing a guidance program at their school by establishing priorities for services to meet the needs of their students.

Procedure

1. The school principal will discuss results of the survey completed by members of the faculty and the guidance team.
2. The coordinator of guidance services will lead a discussion on the approaches a school may take to provide guidance services.
3. The principal will lead a discussion and call for questions on (1) organizing for such services, (2) an in-service program, and (3) the involvement of each participant.

Materials

Duplicated findings of the completed survey of guidance services in elementary schools.

Session Two (group)

Objective

Teachers will participate in a discussion about the function of a guidance committee as the body to organize and administer a guidance program.

Procedure

1. The principal will discuss the overall objectives of the county's guidance program.
2. The principal will outline a generalist-preventive approach to guidance at the local school level under the direction of a guidance committee.
3. Group discussions, questions, and summary.

Materials

Duplicated outline of a guidance committee organization and responsibilities.

Session Three (group)

Objective

Orientation to a generalist-preventive approach to guidance.

Procedure

1. Define generalist-preventive approach.
2. Identify guidance specialist personnel.
3. Discussion of the generalist-specialist roles.
4. Summary - questions

Materials

Distribution of helping relationship materials adapted from Bramer.

Session Four (group)

Objective

Teachers will take part in group discussions and demonstrations of listening skills.

Procedure

1. Guidance specialists will teach and demonstrate through role-playing Skill Cluster 1: Listening Skills (1) attending, (2) paraphrasing, (3) clarifying, (4) perception checking.
2. Group discussions, questions, summary.

Materials

Bramer's Helping Skills (adapted)

Session Five (group)

Objective

Teachers will participate in group discussion and demonstration of leading skills.

Procedure

1. Guidance specialist will teach and demonstrate through role-playing Skill Cluster 2: Leading Skills (1) indirect leading, (2) direct leading, (3) focusing, (4) questioning.
2. Group discussions, questions, summary.

Materials

Bramer's Helping Skills (adapted)

Session Six (group)

Objective

Teachers will take part in group discussions and demonstrations of reflecting skills.

Procedure

1. Guidance specialists will teach and demonstrate Skill Cluster 3: Reflecting Skills (1) feelings, (2) experience, (3) content.
2. Group discussions, questions, summary.

Materials

Bramer's Helping Skills (adapted)

Session Seven (group)

Objective

Teachers will take part in group discussions and demonstrations in summarizing skills.

Procedure

1. Guidance specialists will teach and demonstrate with the help of teachers Skill Cluster 4: Summarizing Skills (1) feeling, (2) content, (3) process.
2. Group discussions, questions, summary.

Materials

Bramer's Helping Skills (adapted)

Session Eight (group)

Objective

Teachers will take part in group discussions and demonstrations in confronting skills.

Procedure

1. Guidance specialist will teach and demonstrate with the help of selected teachers Skill Cluster 5: Confronting Skills (1) recognizing feelings, (2) describing feelings.
2. Group discussions, questions, summary.

Materials

Bramer's Helping Skills (adapted)

Session Nine (group)

Objective

Teachers will participate in group discussion and demonstration in interpreting skills.

Procedure

1. Guidance specialist will teach and demonstrate with the help of selected teachers Skill Cluster 6: Interpreting.
2. Group discussions, questions, summary.

Materials

Bramer's Helping Skills (adapted)

Session Ten (group)

Objective

Teachers will participate in discussions and demonstrations in informing skills.

Procedure

1. Guidance specialist will teach and demonstrate with the help of selected teachers Skill Cluster 7: Informing.
2. Group discussions, questions, summary.

Materials

Bramer's Helping Skills (adapted)

Session Eleven (group)

Objective

Teachers will be introduced to the Problem-Solving Process, "The Classroom Meeting" in preparation for a demonstration in the classroom by elementary school guidance counselors.

Procedure

1. Guidance specialists will teach and demonstrate with the help of selected teachers the steps in preparation for and use of the classroom meeting as a problem-solving process.
2. Group discussions, questions, summary.

Materials

Bramer's Helping Skills (adapted)

Session Twelve (Individual classroom)

Objective

Teachers will observe a demonstration by an elementary guidance specialist in the use of the classroom meeting as a problem-solving process.

Procedure

1. The visiting counselor follows a prepared lesson plan to demonstrate the use of the classroom meeting as a classroom group solving process.
2. Follow-up small group meetings by counselor and teachers for discussion, questions, summary.

Materials

The counselor's lesson plan.

Session Thirteen (group)

Objective

Teachers will participate in a large group discussion with a guidance specialist, the use of steps in problem-solving.

Procedure

1. The counselor will outline and discuss the ten steps to follow in problem-solving.
2. Group discussions, questions, summary.

Materials

Bramer's Helping Skills (adapted)

Sessions Fourteen-Sixteen
(Individual classroom)

Objective

Teachers will observe a counselor-specialist, who will act as a model, in a classroom demonstration of behavior changing skills.

Procedure

1. The counselor will demonstrate modeling, rewarding, and contracting using groups and individual pupils within the classroom.
2. Individual discussions between teacher-counselor.

Materials

Bramer's Helping Skills (adapted)

Session Seventeen

Objective

Teachers will participate in discussions of the use of instruments to measure pupils' school living skills.

Procedure

1. The counselor introduces two instruments which measure school-living skills: (1) Barclay Classroom Climate Inventory, and (2) Self Observation Scale.
2. Group discussions, questions, summary.

Materials

BCCI and SOS manuals and information sheets.

Session Eighteen (group)

Objective

Teachers will participate in discussions of and help select specific guidance techniques for further in-service training.

Procedure

1. The guidance specialist will briefly describe the following techniques for gathering student data:
   a. The sociogram
   b. The anecdotal record
2. Group discussions in the use of the techniques, questions, summary.

Materials

Mimeographed description and example of the sociogram and anecdotal record.

Session Nineteen

Objective

Teachers will participate in a discussion about the use of the sociogram as a guidance technique for gathering information about students.

Procedure

1. Prepared materials will be distributed and teachers will place students into the sociogram positions.
2. Discussion about the purpose of a sociogram and use of the information.

Materials

Duplicated materials and sociogram forms.

Session Twenty (group)

Objective

Teachers will participate in a discussion about the use of the anecdotal record as a guidance technique for gathering information about students.

Procedure

1. Prepared materials will be distributed and teachers will write anecdotes about hypothetical children.
2. Group discussions about the purpose of anecdotal records and use of the information.

Materials

Duplicated materials and anecdotal record form.

Session Twenty-one (Individual classrooms)

Objective

Individual classroom teachers will observe the counselor-specialist who will demonstrate the individual counseling technique (life-space interview) with a pupil.

Procedure

1. The counselor and pupil will participate in a life-space interview within the classroom while other pupils continue with assignments.
2. The teacher will observe the model demonstration.

Materials

None

PACKET III

PUPIL'S SCHOOL-LIVING SKILLS
IDENTIFYING, MEASURING, BUILDING

INTRODUCTION

In using this learning packet, please first complete the pre-assessment without the help of any outside sources. When the pre-assessment is completed, turn to the next activity and answer each item using the sources listed in the exhibits. The final section of the packet is a post-assessment and a scale to indicate any change as a result of the packet use.

PURPOSE:

The purpose of this packet is to assist elementary school personnel to identify, measure, and build school-living skills among their pupils.

CONCEPT:

To be successful in elementary school, pupils need to possess basic school-living skills.

Sub-Concept:

Basic school-living skills can be taught to elementary pupils by personnel skilled in the use of guidance techniques.

OBJECTIVES:

Given the necessary motivation and support, elementary school principals and teachers will be able to:

1. Use the instrument provided to assess school-living skills among their pupils.
2. Develop methods for identifying, measuring, and building school-living skills among their pupils.
3. Use the instrument provided to post assess pupils' school-living skills.

ACTIVITY 1 (OBJECTIVES 1)

PRE-ASSESSMENT OF SCHOOL-LIVING SKILLS

(Do not use outside resources in completing pre-assessment.)

1. List five school living skills needed by pupils in elementary schools.

   a.

   b. UNKNOWN

   c.

   d.

   e.

2. List two instruments which identify and measure pupils' school-living skills.

   a. UNKNOWN

   b.

3. List three methods for building school living skills among pupils.

   a. UNKNOWN

   b.

   c.

4. On the scale below, indicate with a checkmark the present status of school-living skills among your pupils.

Much Improvement Needed — Little or no Improvement Needed

ACTIVITY 2 (OBJECTIVE 2)

IDENTIFYING, MEASURING, BUILDING

SCHOOL-LIVING SKILLS

1. List as many pupils' school-living skills as possible. (See Exhibit A)
   a. Self-acceptance
   b. Self-security
   c. Social maturity
   d. School affiliation
   e. Social confidence
2. Name two standardized tests which can be used to identify and measure pupils' school-living skills. (See Exhibit B)
   a. Barclay Classroom Climate Inventory
   b. Self Observation Scale
3. List five activities for building pupils' school-living skills. (See Exhibit C)
   a. The classroom meeting
   b. The life-space interview
   c. Behavior modification
   d. Sociogram
   e. Anecdotal record
4. Select and use one standardized test to identify and measure pupils' school living skills. (See Exhibit B)
   Both BCCI and SOS were utilized. BCCI is recommended for continued use at 4th grade level.

5. Select and use three activities for building pupils' school-living skills. (See Exhibit C)

   a. Classroom meetings

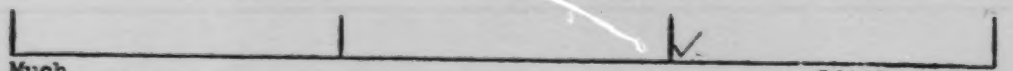
   b. Life-space interview

   c. Role playing

ACTIVITY 3 (OBJECTIVE 3)

POST-ASSESSMENT OF SCHOOL-LIVING SKILLS

1. List five school-living skills needed by pupils in elementary schools.
   a. Self-acceptance
   b. Self-security
   c. Social maturity
   d. School affiliation
   e. Social confidence
2. List two instruments used to identify and measure pupils' school-living skills.
   a. Barclay Classroom Climate Inventory
   b. Self Observation Scale
3. List three methods for building school-living skills among pupils.
   a. The classroom meeting
   b. The life-space interview
   c. Behavior modification
4. On the scale below, indicate with a checkmark the present status of school living skills among your pupils.



Much Improvement Needed

Little or no Improvement Needed

EXHIBIT A

PUPILS' SCHOOL-LIVING SKILLS

1. Self-confidence
2. Group interaction
3. Self-control
4. Verbal skills
5. Energy level
6. Motivation
7. Attitude toward school
8. Self-acceptance
9. Self-security
10. Social maturity
11. Social confidence
12. School affiliation
13. Teacher affiliation
14. Peer affiliation

Adapted from:

Barclay Classroom Climate Inventory

Self Observation Scale

EXHIBIT B

STANDARDIZED TESTS FOR IDENTIFYING AND

MEASURING SCHOOL-LIVING SKILLS

1. The Barclay Classroom Climate Inventory

Author: Dr. James R. Barclay

Publisher: Educational Skills Development, Inc.
431 South Broadway, Suite 321
Lexington, Kentucky 40508

Uses: To assess social and affective interaction in the elementary classroom.

Results:
1) Summaries of each child in the classroom for teachers, counselors and principals.
2) Analysis of suspected problem areas that may be hampering learning.
3) A method for relating classroom problems to curriculum planning and interventions.
4) A comprehensive list of strategies that can be used by teachers to improve the quality of learning.
5) A special report designed for the child himself to let him know how he is doing.
6) Summaries of childrens' reports that can be shared with parents at teacher conferences.

Cost: Per 30 pupil class - set $57.00
Includes: answer sheets, analysis, curriculum planning guides/materials, psychographs, pre-paid postage.
Test booklets (reusable) each $.50

EXHIBIT B.....continued

Recommendations: Excellent as a means for identifying and measuring pupils' school-living skills.

2. The Self Observation Scale

Author: A. Jackson Stenner
W. G. Katzenmeyer

Publisher: National Testing Service
2526 Erwin Road
Durham, N. C. 27705

Uses: Measures seven areas of children's affective behavior at three levels: primary, intermediate, and junior-senior.

Results:
a. Provides a printout listing each pupils standing in comparison with classmates in the seven areas:
1) Self-acceptance
2) Self-security
3) Social maturity
4) Social confidence
5) School affiliation
6) Teacher affiliation
7) Peer affiliation

b. Provides good basis for teacher planning on both group and individual deficits.

Cost: Per 30 pupil class - set $35.00
Supplemental analysis report - per pupil $.05

EXHIBIT B.....continued

Recommendation: Excellent as a means for identifying and measuring pupils' school-living skills.

Excellent for intervention strategies.

EXHIBIT C

BUILDING SCHOOL-LIVING SKILLS

A number of techniques have proven value for teachers as a means of building school-living skills, and for obtaining and using information about pupils for guidance purposes. This model proposes the following techniques:

1. The classroom meeting (Exhibit C-1)
2. The life-space interview (Exhibit C-2)
3. Role playing (Exhibit C-3)
4. The anecdotal record (Exhibit C-4)
5. The sociogram (Exhibit C-5)
6. Behavior modification (Exhibit C-6)
7. The modified case history (Exhibit C-7)

EXHIBIT C-1

THE CLASSROOM MEETING TECHNIQUE

INTRODUCTION

The classroom meeting is a technique which involves all of the members of the class and their teacher in verbal exchanges for a variety of purposes. The classroom meeting technique provides the opportunity for students and their teacher to improve the quality of their social interactions and affective relationships as a group.

Process

1. All of the students and their teacher are seated in a tight circle.

   A discussion topic is introduced by either a student or the teacher. All students are encouraged to respond; that is, to volunteer information, express their opinions, introduce their perceptions and impressions, to question, ask for clarification, paraphrase another student's (or the teacher's) statement or question, add on to a statement(s), summarize, state or restate the problem, offer suggestions, make recommendations, or whatever verbal exchanges are considered necessary and/or relevant to the purpose of the meeting.

2. All members are expected to be actively involved in listening to one another.

   Early in the development of the classroom meeting students are taught the techniques of active listening. They are to be personally involved in thinking about what is being said, in expressing their feelings, in disclosing their confusions and/or conflicts, and revealing their values either directly or indirectly. These expectations are realistic in a non-judgmental, non-evaluative atmosphere which the teacher works

EXHIBIT C-1.....continued

diligently to provide. He or she does this by making certain that none of his or her verbal and/or non-verbal responses convey judgment or are evaluative in any way. This does not mean that student verbalizations will be free of judgment or evaluative statements. Quite the contrary! Ordinarily, student verbalizations within the context of the classroom meeting do not create a threatening atmosphere which reduces the probability of open and self-disclosing verbal exchanges. Feelings of failure are generated by teachers, parents, and other significant adults who dispense rewards and punishments. Not by peers!

3. Initially students are taught within a positive experience to say "Pass" when verbalization is expected of each member in a "round the circle" response sequence.

   This enables them to respond without being threatened because they either have no need or desire to verbalize at the moment when "their turn" arrives. This is accepted by the group without comment or any derogatory or deprecating comments from other students.

4. Initially students are also taught, again through a positive experience, that repeating another student's or the teacher's response is acceptable.

   In fact, it is even normal and desirable particularly when consensus is being sought.

5. Later the structure imposed by the "round the circle" mode of response is relaxed and eventually disappears as students learn to listen so actively that they become highly sensitized to the probability of a response from another or others at a point in time.

   They adjust their time of input and feedback accordingly whether they

EXHIBIT C-1.....continued

are addressing another student or the group.

6. Hand raising is generally used to signal a student's readiness to verbalize.

It is eliminated [illegible] and when, students and teacher develop such awareness of each other through scanning the group and other techniques that they almost literally "sense" each other's readiness or intent to speak. This is a goal to work toward.

Scope and Value of the Classroom Meeting Technique

Classroom meetings are categorized by Glasser as social-problem-solving meetings, open-ended meetings, or educational-diagnostic meetings, depending on the function or purpose of the classroom meeting. The possible uses of this technique and variations or modifications of it are virtually endless. Its value is apparent when one reviews the qualities which characterize "good" classroom relationships. (See Classroom Relationships.)

The significant difference between the classroom meeting and a typical discussion group, which teachers employ frequently, is the absence of teacher judgmental and/or evaluative statements and the emphasis upon feeling, thinking, and valuing. The stipulation that teachers refrain from making judgments or evaluating student responses while involved in a classroom meeting must be rigorously observed both verbally and non-verbally if this technique is to be successful.

Classroom Meeting Types

The Northwoods Staff Development Project recognizes six potential types, actually purposes, of classroom meetings. These are:

Type I. Communication Skills Training (frequently referred to as "helping skills training")

EXHIBIT C-1.....continued

Type II. Social Problem Solving

Type III. Quest

Type IV. Applying What We Learn

Type V. Problem Solving and Decision Making Skills

Type VI. Group Improvement

Type I Communication Skills Training

Provides a vehicle for teaching the social interaction skills which are identified in the project as "Helping Skills." Teachers of language arts at the primary level and English teachers in the intermediate and upper elementary levels are encouraged to incorporate Type I classroom meetings into their Language Arts and English curricula and to schedule meetings regularly. Care should be exercised not to include students' participation in this type of classroom meeting, or any other type for that matter, in the input which teachers use to evaluate the quality and/or quantity of the students' work as a basis for grading and grade reporting.

Type II Social Problem Solving

Provides an excellent preventive approach, as well as interventive or remedial measure, to reduce the incidence of conflict in the classroom. The primary source of problems in the classroom is that students are not aware of and/or do not understand the implications of the expectations of their peers and/or their teacher regarding their behavior in a given situation. Failure to orient or brief children regarding acceptable or expected behaviors is inexcusable. This should be avoided by explicit clarification of rules and school policies, by modeling, simulations, or contracts. The Type II classroom meeting provides a vehicle for teaching

EXHIBIT C-1.....continued

self-responsibility for conforming to the constraints necessitated by the sharing by many of limited space, time, and facilities.

Although the classroom teacher-advisor can exercise relatively little influence on the home, the outer, and inner world life spaces of the individual student, she is the primary change agent in restructuring his school life space. She is the one best able to help the student acquire the coping skills needed to function optimally within this segment of his life space; that is, to enable him to acquire school-living skills.

Type III Quest

A "Quest" Classroom Meeting, offers endless opportunities to initiate and nourish interpersonal relationships of a positive, mutually beneficial and reinforcing nature. Diads, triads, and quads emerge and blossom with periodic "What would you do if...", "If you were..." sessions, and individual responses to hypothetical critical incidents requiring a decision to act and/or a statement of what one would do and why. Trips into fantasy-land, simulations of heroes, reenactment of significant historical events, simulations of news radio and TV broadcasts, "Meet the Press", "60 Minutes", and the roving reporter are only a few illustrations of the variety of topics which are jointly explored during a "Quest" classroom meeting. Drama, music, dance, and displays of students' arts and crafts add color and zest to these classroom meetings.

Type IV Applying What We Learn

Classroom Meetings, "Applying What We Learn" provide the link between the classroom and the students' world outside the classroom, the environment to which he is constantly adapting with more or less awareness and comprehension, and with more or less confidence and satisfaction. It is a world

EXHIBIT C-1.....continued

of relationships to people, objects, and events which can enhance his daily life on the one hand, or damage it temporarily or irreparably on the other. The tasks the child is expected to perform at school or elsewhere to meet the requirements of an instructional unit or course are accepted more willingly and with more enthusiasm if the concepts and skills being learned are being used by significant adults in everyday work and play situations which are stimulating and challenging to the student. Questions such as these stimulate this type of classroom meeting:

What measurement skills does a carpenter need?

Who needs to know the value of the coins we refer to and use as "money"?

What mathematical skills does a newspaper delivery boy need?

What English skills does a newspaper reporter need?

What kinds of knowledge does an astronaut need?

What kind of knowledge and skills does a fashion designer need?

What kind of knowledge and skills does a baby-sitter need?

Inviting persons who work in these vocations to participate in a classroom meeting stimulates interest.

Type V Problem Solving and Decision Making Skills

The process of solving problems, together with the making of decisions relevant to their solution, is a scientific process. It needs to be taught directly and in a step-wise progression. Students in general require supervised practice in applying the process to the solution of a broad spectrum of problems of varying degrees of complexity. The Type V Classroom Meeting provides the opportunity to apply the process in the solution of

EXHIBIT C-1.....continued

problems which are not related to conflict in the classroom or to situations which are potentially or actually detrimental to the quality of interpersonal relationships and interaction in the classroom. The following suggest problems to be solved:

How shall we determine the site of our next overnight camping trip? What arrangements do we need to make for the trip? How shall we determine who is to be responsible for the camping equipment, food, transportation and entertainment?

How is our class going to celebrate the Bicentennial Year?

Type VI Group Improvement

Classroom meetings which focus upon improving group social interaction skills and nurturing helping relationships generate and reinforce positive action on the part of the group and enhance the climate in the classroom. Group appraisal techniques are emphasized. Valuing group cohesiveness becomes a reality as the group evaluates its behavior in a variety of situations involving the group as an entity.

Classroom meetings improve in quality and increase in frequency with use. Students value the non-judgmental, evaluation-free atmosphere of the classroom meeting. They feel free, and therefore eager, to express their concerns and anxieties; to share their perceptions and opinions about the world around them; to give free rein to their imaginations as they soar upward and outward into fantasyland or follow unchartered courses into the world of the unknown and unexplored.

Teachers are increasingly motivated to use the technique as they observe their students reacting positively and enthusiastically to a classroom meeting being conducted by a colleague experienced in the technique or

EXHIBIT C-1.....continued

by the counselor. They appreciate the opportunity the classroom meeting offers them to become friends with their students and to learn to know them as they really are - how they feel and think, what they value.

Classroom meetings, like all techniques, are not failure-free. This is to say that not all classroom meetings, even those led by "experts", will produce favorable outcomes in the sense of resulting in positive action, attitudes, and feelings of accomplishment on the part of all of the participants. Such expectations are unreal. It is safe to say, however, that more meetings will meet the expectations of students and teachers than will not. It is further safe to predict that the frequency of the incidence of successful classroom meetings will increase significantly over a relatively short period of time, probably within four to six or eight months.

A word of caution. If the teacher perceives the classroom meeting technique as a gimmick or artificial device to modify student behavior in a group setting, she should not use it. Furthermore, if he or she cannot honestly and without reservation accept the constraints of abstaining from judgmental responses to students or evaluative observations concerning their verbalizations during the meeting, she should not attempt to conduct a classroom meeting.

The teacher must recognize the individuality and uniqueness of each student and accept his right to be himself, the product of the conglomerate which defines his environmental surroundings, or life-space. The teacher must model trust and respect for each student as a person, at the same time accepting the reality that neither student nor teacher will measure up to

EXHIBIT C-1.....continued

the expectations each has of the other at a given point of time and circumstance in their relationship. This is to say that the teacher must be authentic in his valuing of the classroom meeting as a viable vehicle for teaching the affective and social interaction skills which make life in the classroom both meaningful, in the sense of purposive, and comfortable (relatively free of stress and strain), rather than tolerable at best, and intolerable, anxiety laden and failure ridden at worst.

EXHIBIT C-1.....continued

LESSON PLAN EXAMPLE

COMMUNICATION AND VALUES CLARIFICATION

THE FALL-OUT SHELTER PROBLEM

Objective

This is a simulated problem-solving exercise. Many values issues are raised which the student must attempt to work through in a rational manner. It is often a very dramatic example of how our values differ; how hard it is to objectively determine the "best" values; and how we often have trouble listening to people whose beliefs are different from our own.

Procedure

Randomly selected groups of six or seven are chosen.

Problem situation is presented, and each small group tries to make a decision.

Small groups come back to share results with larger group.

Then the activity moves away from the content to examine the process and the values implications. Questions such as the following will be discussed:

1. How well did you listen to the others in your group?
2. Did you allow yourself to be pressured into changing your mind?
3. Were you so stubborn that the group couldn't reach a decision?
4. Did you feel you had the right answer?
5. What did your own selections say to you about your values?

Rationale Behind Values-Clarification Approach

Every day, every one of us meets life situations which call for thought, opinion-making, decision-making, and action. Everything we do,

EXHIBIT C-1.....continued

every decision we make and course of action we take, is based on our consciously or unconsciously held beliefs, attitudes and values. Traditionally adults, motivated by a sincere desire to have the younger generation lead happy and productive lives have guided them in the following ways:

1. Moralizing - direct inculcation of the adult's values upon the young. This does not seem to work well for today's youth.
2. Laissez-faire attitude - I'll just let them think and do what they want without intervening in any way.
3. Modeling - being an attractive example exemplifying worthwhile values. Good approach but there are so many models.
4. Values-clarification approach which tries to help young people answer some of their questions and build their own value system.

EXHIBIT C-1.....continued

LESSON PLAN EXAMPLE

SURVIVAL

THE FALL-OUT SHELTER PROBLEM

Procedure

Divide class into groups of six or seven.

Objective

The situation is as follows:

Your group members are in charge of experimental stations in the far outposts of civilization. You are in Washington, D. C. Suddenly the Third World War breaks out and bombs begin dropping. Places all across the globe are being destroyed. People are heading for whatever fall-out shelters are available. You receive a desperate call from one of your experimental stations asking for help.

It seems there are TEN people but there is only enough space, air, food and water in their fall-out shelter for SIX people for a period of three months--which is how long they estimate they can safely stay down there. They realize that if they have to decide among themselves which six should go into the shelter, they are likely to become irrational and begin fighting. So they have decided to call your department, their superiors, and leave the decision to you. They will abide by your decision.

But each of you has to quickly get ready to head down to your own fall-out shelter. So all you have time for is to get superficial descriptions of the ten people. You have fifteen minutes to make your decision. Then you will have to go to your own shelter.

EXHIBIT C-1.....continued

So, as a group you now have fifteen minutes to decide which four of the ten will have to be eliminated from the shelter. Before you begin, I want to impress upon you two important considerations. It is entirely possible that the six people you choose to stay in the shelter might be the only six people left to start the human race over again. This choice, therefore, is very important. Do not allow yourself to be swayed by pressure from others in your group. Try to make the best choices possible. On the other hand, if you do not make a choice in the time allotted, then you are, in fact, choosing to let the ten people fight it out among themselves, with the possibility that more than four might perish.

Here is all you know about the ten people:

1. Bookkeeper, 31 years old
2. His wife, six months pregnant
3. Black militant; second year medical student
4. Famous historian - author; 42 years old
5. Hollywood starlette; singer; dancer
6. Bio-chemist
7. Rabbi; 54 years old
8. Olympic athlete; all sports
9. College co-ed
10. Policeman with gun (they cannot be separated)

EXHIBIT C-2

THE LIFE-SPACE INTERVIEW

INTRODUCTION

The life-space interview performs essentially the same function for individuals that the classroom meeting performs for the group. It is a one-to-one relationship between student and teacher, designed to achieve a "good" relationship between them, a relationship characterized by the qualities attributed to class relationships which are "good" in the sense of being helping or facilitating relationships.

> "The relationship between a teacher and a student is good when it has (1) Openness or Transparency, so each is able to risk directness and honesty with the other; (2) Caring, when each knows that he is valued by the other; (3) Interdependence (as opposed to dependency) of one on the other; (4) Separateness, to allow each to grow and to develop his uniqueness, creativity, and individuality; (5) Mutual Needs Meeting, so that neither's needs are met at the expense of the other's needs."
>
> Thomas Gordon

Description

The life-space interview is conducted in the classroom in a setting removed as far from the mainstream of activity and from the other students as possible. Semi-isolation is thus achieved to provide privacy, but more importantly, freedom from interruption. Maintaining the flow of communication between student and teacher is essential if the purposes of the interview are to be achieved.

EXHIBIT C-2.....continued

The life-space interview is a "talking through" technique. Interviewing is a basic tool of counselors and psychologists. The purposes of the users and the content which surfaces vary widely, but the question and answer, or the stimulus and response, verbal interaction is the same.

The term interview is the result or the product of the interaction; that is, a view of the internal significance or meaning which the person being questioned attaches to his experiences, how he is affected by them, or what he does, thinks, and feels as a result of what he experiences.

The interaction which transpires in the interview is one of sharing and mutual processing of the content which is provided primarily by the interviewee in response to the interviewer's questions. Literally, then, the verbal interaction process labeled interview provides the experience of viewing the perceptions, impressions, concepts, feelings, and values of one or both participants. Those of the interviewee are revealed primarily in his responses; those of the interviewer through his questions. The interviewer and interviewee frequently shift roles throughout the interview.

Life-space refers to the surroundings of a person. It contains people and objects and is the geographical, psychological, and sociological area of the events which a person experiences. The life-space area, or surround, upon which the teacher and student focus their attention is the classroom and its adjacent areas, the school.

Purposes

The purposes of the life-space interview can be as varied as those of the classroom meeting. The life-space interview may be initiated by either the student or the teacher and, as in the classroom meeting, the teacher

EXHIBIT C-2.....continued

refrains from expressing judgmental and evaluative comments concerning the personality of the student. Such comments obstruct the flow of communication.

The Life-Space Interview, A Problem Solving Technique

Life-space interviews are more frequently used by the teacher and the student for solving problems than for other purposes. Frequently conflict is a factor involving a collision between the needs of the student and those of the teacher and/or other students.

Conflicting feelings, perceptions, and values must be acknowledged and accepted as reality. Where possible, the conflicts should be resolved, or at least be managed, in the sense that feelings are controlled, perceptions are not considered to be absolute, and the valuing of the help forthcoming supercedes the valuing of the person's values for the time being. Interaction during the life-space interview and the relationship being experienced is freed from as much conflict as possible before the problem can be defined, alternative solutions explored, decisions made, and positive action taken to solve the problem.

The hope, or goal of the teacher and student is for a degree of behavioral compliance accompanied by life-space (classroom) relief which fosters adjustment to the conditions which instigated the conflict or created the problem.

Process

The direction and flow of the movement within the life-space interview is indicated by this sequence of actions:

1. Experiencing the instigating event.

EXHIBIT C-2.....continued

2. Exploring the conditions surrounding the event; exploring the interactions and relationships which contributed to the instigating event; and jointly identifying and concentrating attention upon those which are relevant, threatening, and/or potentially or actually explosive.
3. Testing for depth and spread of emotional affect. An event may be perceived by the student as a single isolated incident or something more extensive ("I always get caught." Or, "I always fail at this.")
4. Clarifying the content of the instigating event. The teacher and student mutually explore what took place. The reality of the incident is reconstructed by the student with attached feelings and impulses recognized. The student's reconstruction is accepted by the teacher in a non-valuative response, both verbal and non-verbal, although students already know teachers have values in themselves. The teacher is interested in the classroom and the world of the student (his life-space) as he or she perceives it - not in the "reality" classroom or world as the teacher would perceive it at this juncture.
5. Enhancing a feeling of acceptance. Testing for student acceptance of and being accepted by the teacher, or testing the quality of the teacher-student relationship in a threatening, disordered, disruptive, or conflictual situation.
6. Avoiding early imposition of value judgments. The teacher listens throughout the interview for the student's value judgments or verbalizations from which his value judgments and his current value system can be inferred or implied.

EXHIBIT C-2.....continued

7. Exploring the internal mechanics for "change" posibilities. The student and teacher jointly explore the internal mechanics of the student, the teacher, and the classroom as they move toward the position "what should be done about it".

8. Resolving the conflict or solving the problem(s) identified as the contributing factor(s) of the instigating event. The resolution or solution phase frequently involves two steps:

   a. Presenting the "Adult" view:

      If the student has not moved out of his state of conflict and is not moving objectively toward the exploration and selection of practical alternatives, the teacher at this stage begins to inject reality factors in an objective, non-affective laden or judgmental manner: implications of behavior, standards, expectations.

      Reality limits are explained in a non-moralistic, non-threatening way. Why the student's attention and that of the teacher must be given to the behavior is dealt with, but not vindictively.

      Expectations of basic social behavior, the conduct code, policies, and procedures of the school and those demanded by way of conforming behavior, may be significant contributing factors to the student's behavior which is being dealt with in his behalf.

      Avoidance of moralism in a situation which calls for the acknowledgement and acceptance of adult responsibility and a

EXHIBIT C-2.....continued

frank examination of the student's world, particularly the classroom and school, requires considerable skill on the part of the teacher.

b. Working Through to a Sclution - Strategic Planning.

The reality demands of the student's position, his interactive behaviors, and classroom relationships are clarified and some reasonable first-step plan is developed. What will his reaction and response be when the conditions stimulating his behavior (his behavior in the incident which prompted the instigating event) reoccur in a similar situation? Here is where the sanctions, freedom, and restrictions are discussed and recognized during the initial planning; where the need for more intensive help, special assistance, and behavioral contingencies are discussed.

It is essential that the plan be carried out, whether it be short-term or prolonged removal from the group and/or the classroom (time-out or suspension), a talk with parents, or a discussion with a third party. Frequently in the classroom the third party is the class and the discussion, whether with direct or indirect reference to the student, is held during a classroom meeting.

In order for the plan to be carried out, the student and teacher are led back to the milieu (student and teacher interactions and consequent relationships) and its potentials. A student should exit from the life-space interview

EXHIBIT C-2.....continued

with a feeling of milieu solidarity and support for him in his delemma. The student will experience this feeling if the classroom relationship in it totality is a helping relationship with students and teachers who are skilled helpers and experienced helpees.

No potentially "high risk" plan should be attempted, particularly if the steps of the plan are to be worked through in the classroom and/or require direct help of the other students. That is, no plan is envisioned, worked out, and accepted which it will not be possible to conduct if the student needs to test it. Here needed specialists are worked into the design and all of the school's resources are reviewed for potential help.

Value of the Life-Space Interview Technique

Life-space interviews are valued by teachers and students alike because they inject the quality of intimacy in the teacher-student relationship which is essential if true learning is to take place in the classroom. The opportunities to motivate students to perform certain tasks and to behave according to specific standards of acceptable conduct are endless. Self-motivation, based on awareness of the relevancy to his goals of the tasks the student is expected to perform, is frequently generated within the life-space interview and is periodically reinforced during successive student-teacher life-space interviews.

Guidelines and self regulating and monitoring techniques are frequently developed by the student during a series of life-space interviews

EXHIBIT C-2.....continued

in which the necessity of a specific code of conduct is understood and accepted by the student. Through the use of the life-space interview, with the increasing intimacy between student and teacher which this technique evokes, students learn to recognize, understand, and accept the reality, logic, and utility of the rules and procedures which are followed by students and teachers alike in their observance of the conduct code.

Scheduling Classroom Meetings and Life-Space Interviews

Life-space interviews and classroom meetings should be scheduled on a regular basis if they are perceived, accepted, and valued as effective vehicles for integrating feelings, thinking, and valuing into the curriculum. Teachers find they experience more success in their use of these techniques when they schedule classroom meetings at least once a week and life-space interviews for each student once a month.

Classroom meetings for younger students generally should not last more than 15 or 20 minutes. Classroom meetings for older elementary school students should not exceed 30 to 35 minutes. The teacher should structure the meeting so that closure with feelings of accomplishment are experienced by all of the participants. If the purpose of the classroom meeting is to solve a social problem which the group has identified as theirs (i.e. they own the problem as a group), several classroom meetings may be needed. The completion of one or two steps in the problem-solving sequence may signal the termination of a session in the series.

Time allotments for life-space interviews are more difficult to recommend, partly because of the purpose(s) of the interview, the nature

EXHIBIT C-2.....continued

of the student, and the urgency of the need to involve the student in planning how to change his behavior. Only experience with life-space interviews which vary as to purpose, content, and intensity of need will enable the teacher to structure time and opportunity to use this technique.

Initial objections raised by teachers and administrators to exploring the use of these techniques are time-related. When an assessment is made of the teacher time (and sometimes administrator time) spent daily in "on-the-spot" managerial interventions, involving one or more students or the class, in "lecturing" or admonishing students relative to their behavior, in applying "time-out" techniques, and in rewarding and punishing individual or group behavior, a questionable practice at best - when these among other equally unpalatable absorptions of teacher time are measured in daily "lumps" of hours and minutes, the time invested in classroom meetings and life-space interviews seems considerably less. Moreover, the time is invested advantageously in the interests of meeting both student and teacher needs, in eliminating many of the causes contributing to the success-failure syndrome which permeates classrooms throughout the land, and in reducing or alleviating conflict in the classroom.

EXHIBIT C-3

ROLE PLAYING *

INTRODUCTION

Role playing is one of the most powerful techniques used in guidance. Teachers are sometimes wary of it because it seems so unstructured and difficult. It is quite easy, however, since everyone has done role playing quite naturally during childhood. All children love to act out situations that dramatize workers they know. This is the way children get the feel of what it means to be grown up.

Role playing is a way of solving problems through acting them out. It is reality practice; a real situation is dramatized and then discussed without censure which might occur if the situation were real. Students are given the opportunity to see how another person feels in a certain situation. Children can find out for themselves that certain attitudes, actions and values are not satisfactory within their society. Role playing allows experimentation with various modes of behavior.

Role playing is problem-centered; once the problem comes into focus, the circumstances of the role playing become more valid. Role playing is unrehearsed and spontaneous. Students tend to behave as they would in real life. As students act out roles, the feelings behind their actions become more visible to themselves and the group. They become aware of these feelings and learn alternate ways of expressing these same feelings.

Practice within the classroom will improve the technique; each session may not succeed but failures point out ways for improvement.

*Role Playing DeKalb County Handbook on Career Education.

EXHIBIT C-3.....continued

HOW TO PLAN, IMPLEMENT, AND EVALUATE ROLE PLAYING

I. Preparation (See planning guide)

A. Select problem to be explored by assessing students' needs.

1. Interpersonal skills (See Matrix)

a. Common problems experienced by all; social skills

b. Classroom problems

2. Subject matter

a. Motivation

b. Relating to current experiences, issues or problems

B. Decide upon specific concept or skill to be explored (something simple). This should be something that can be handled, solved or investigated with little trouble.

*At first, no tense or emotionally threatening situations should be explored. If at some point when it is necessary or important, one can deal with these situations.

C. Determine time limit including preparation, discussion and evaluation.

1. 15 - 20 minutes for younger groups

2. 20 - 30 minutes for older elementary

D. Develop or create a situation which will emphasize or illustrate the concept.

E. Define players' roles in situation with the least amount of information necessary.

F. Assemble materials needed (if any) for role playing.

G. Develop questions to be used with follow-up discussion of role playing situation.

EXHIBIT C-3.....continued

II. Implementation

A. A brief period of warm-up activities to relax the students for freer expression within the classroom. (See warm-up exercises)

B. Define the concept for problem to be explored to the class.

C. Select actors (Refer to Teacher's Caution)

D. Explain situation and roles to be role played to the class with the least amount of instruction

E. Define role of audience (May be listed on board, transparency or handout--eliminates interruptions)

1. Observe action

2. Watch specific actors' responses or specific events

e. Prepare to replay drama

F. Assemble materials if needed

G. Role play situation--3 - 5 minutes (Teacher: show no emotion if possible)

H. Discuss role behavior (not actions of persons--remember they were playing a part) by answering discussion questions.

1. Examine the different types of reactions that could have been expressed and what the resulting behaviors would be.

2. Apply situation to real-life situation.

3. Re-enact drama showing a different behavior.

III. Evaluation

A. Evaluation by audience

Did the audience feel that:

1. A real-life situation was portrayed?

EXHIBIT C-3.....continued

2. The reactions were normal?

3. They were free to discuss ideas?

4. They were sensitive to the needs and concerns of others?

B. Evaluation by teacher

1. Anecdotal record of behavior change (See Anecdotal Record)

2. Class discussion

3. Interest in subject matter

4. Objective evaluation

5. Role playing ability

PLANNING GUIDE FOR

ROLE PLAYING ACTIVITIES RELATED TO CAREER EDUCATION

Master Sheet for Situation(s) - Define

Setting:_____ Level:_____

I. Goals

A. Awareness of occupations and job tasks

1.

2.

B. Development of interpersonal skills (From Matrix)

1.

2.

3.

4.

II. Materials

EXHIBIT C-3.....continued

III. Occupational information (Titles, brief job descriptions)

IV. Teacher Activities (for establishing setting)

1. Assemble materials

2. Discuss briefly background of setting

FORMAT FOR INDIVIDUAL ROLE PLAYING ACTIVITY

I. Goal (one per activity)

II. Situation

III. Teacher activities

IV. Player instructions

V. Discussion

WARM-UP EXERCISES*

1. Pretend you are walking: - through very deep snow, - on marbles, - through fallen leaves.

2. Pretend to eat: - an ice-cream cone, - a potato chip, - a lollipop, - a pickle, - a toasted marshmallow, - a cotton candy, - a lemon.

3. With another student or in a circle of students, pretend to toss back and forth: - a baseball, - a basketball, - a chunk of ice, - a feather, - a porcupine, - a pillow, - a very hot potato.

4. Stand facing another student. When he makes a movement, pretend that you are his reflection in a mirror. Keep this up until you can do it well, then change roles.

5. Show the class what you would do if: - you tried to lift some barbells, - you had just walked five miles, - the temperature got up to 95 in the shade, - you had a blister on your heel but were late for school.

*Exercises from Role-Playing Methods in the Classroom by Mark Chesler and Robert Fox. SRA: Chicago. 1966. pp. 64.

EXHIBIT C-3.....continued

OTHER SUGGESTIONS FOR ROLE PLAYING

1. Impromptu situations
2. Begin short story--finish story
3. Charades
4. Short problems
5. Can of squirms
6. Creative dramatics
7. Simulation
8. Puppets

TEACHER'S CAUTION

1. Know your students! In order that no student is unduly hurt as a result of role playing:
   - allow the student not to participate if he does not want to
   - be positive and supportive
   - confront role behavior rather than the student
   - debrief the actors after the drama
   - do not cast the student in his usual role
   - stress that role playing is dramatic behavior
   - watch for students who fall out of role
2. Role playing can be a vital teaching tool if used properly within the classroom.

EXHIBIT C-3.....continued

INTERPERSONAL SKILL GOALS MATRIX

Level:_____

	Situation or Setting								
1. Giving and receiving praise									
2. Expressing and acknowledging happiness									
3. Expressing and acknowledging anger									
4. Giving and receiving criticism									
5. Giving and receiving kindness									
6. Giving and receiving instructions									
7. Giving and receiving suggestions									
8. Initiating and handling confrontation									
9. Reporting or responding to rules									
10. Attempting and responding to persuasion									
11. Deciding division of work responsibility									
12. Deciding who gets an item (service or product)									
13. Determining responsibility for an error									
14. Arbitration									

Adapted from materials developed by Fred L. Otte, Len A. Buccellato, and Jean A. Otte, January, 1974.

EXHIBIT C-4

THE ANECDOTAL RECORD

INTRODUCTION

The anecdotal record is a simple but objective statement about a behavioral characteristic observed. It should be recorded as soon after the event as time will permit. Each anecdote should be recorded and placed in the anecdotal record of those pupils who are potential guidance problems.

The anecdotal record should:

1. Be specific, describing objectively what took place. (See Figure 1)
2. Include positive behavior when improvement is shown.
3. Over a period of time the record should describe patterns of behavior.

The teacher should:

1. Record each type of behavior individually and avoid unclear, rambling statements.
2. Review the confidential behavior record for patterns of behavior, need for redirection of student activities, and need for supportive behavior.
3. Refer pupil to the local school guidance committee when it is suspected that outside help is needed.

FIGURE 1

ANECDOTAL RECORD

Child's Name Mary Smigh Age 11

Teacher Miss A. Brown Class 5-1 Room 101

Date	Activity	Incident	Comments
2/3	Reading	Mary kicked Jill while taking seat in the reading group.	Often disruptive during reading period.
2/4	Reading	Mary fell asleep during reading period. She suddenly woke up and hit Billy, apparently for no reason.	Consider taking her out of this reading group. Probably too fast for her.

EXHIBIT C-5

THE SOCIOGRAM

INTRODUCTION

The sociogram is an excellent method of gaining insight into the type of planning needed for successful individual and group functioning in the classroom Through its use, the teacher can:

1. Pinpoint weaknesses in social interaction in the classroom.
2. Effect a better working relationship between class members by recognizing their choices.

Steps in Administering

1. Discuss the reasons and purposes for the sociogram with the class. They should understand exactly why it is being given.
2. Ask all members of the class to choose three classmates they would like to work with on a committee for an activity. (e.g. a class newspaper)
3. Distribute small sheets of paper or index cards to each pupil and instruct them to write their names at the top, and indicate their three choices in 1, 2, 3 order on the paper provided.
4. Stress the confidential nature of each pupil's answer.

Constructing the Sociogram

1. Complete the Chooser-Chosen record. (See Figure 1)
2. Tabulate the scores and add the totals. (See Figure 2)
3. Place the highest scorer in the center. Then place others at appropriate intervals from the center. (See Figure 3)
4. Isolates who have no score, or those with few choices will be placed at the fringes.

EXHIBIT C-5.....continued

Using the Findings

The sociogram reveals the class leaders and class isolates. It also open possibilities for development of leadership by the teacher through arrangement of situations in which the isolate may exercise leadership.

FIGURE 1

SOCIOGRAM

CHOOSER - CHOSEN RECORD

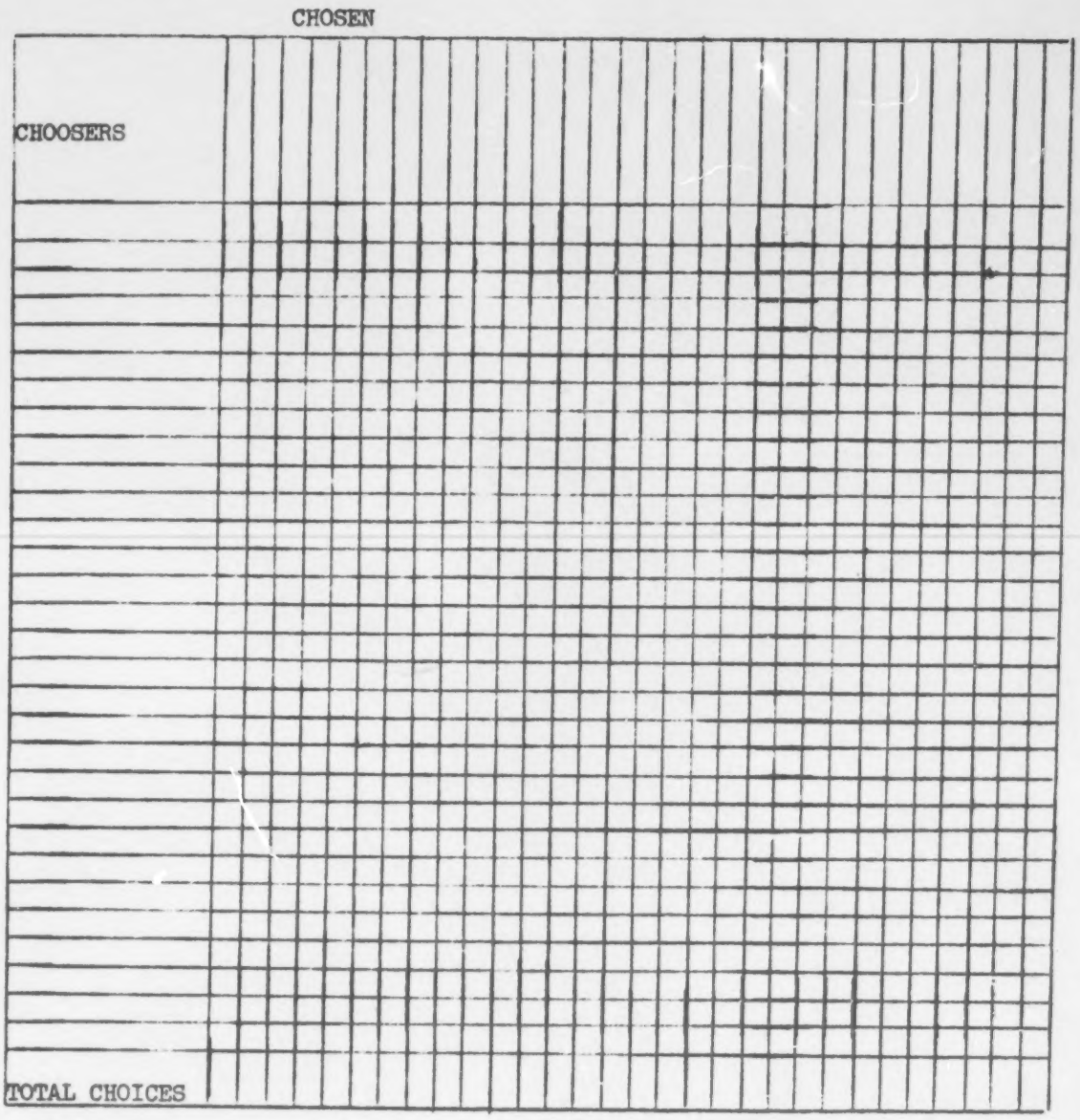


FIGURE 2

SOCIOGRAM

TABULATION SHEET

CHOSEN

CHOOSERS	Maria	Amy	Jill	Lori	Nancy	Susan	Claire	Stacey	Wendy	Beth	Terrie	Janie	Ellen	Shari	Kevin	Michael	Alan	Eric	John	Errol	Leroy	William	Robert	Jason	Mark	George	Richard	Carlos	Jeff	Dave
Maria					1				3	2																				
Amy			2	3				1																						
Jill				1					2			3																		
Lori			3						1															3						
Nancy	1					3				2																				
Susan			2	3									1																	
Claire			3						1																		2			
Stacey		1							2		3																			
Wendy			2	1								3																		
Beth	2				1				3																					
Terrie				2								1	3																	
Janie (A)																														
Ellen						1			2			3																		
Shari					1			3	2																					
Kevin																2			1					3						
Michael																		3				2			1					
Alan																						3					1	2		
Eric (A)																														
John									3						1							2								
Errol																														
Leroy																								2	3	1				
William																2								1			3			
Robert (A)																														
Jason									3								1					2								
Mark																					1					2		3		
George																								2	1				3	
Richard																3	1											2		
Carlos																	1								3		2			
Jeff																						1		2		3				
Dave																						3		1	2					

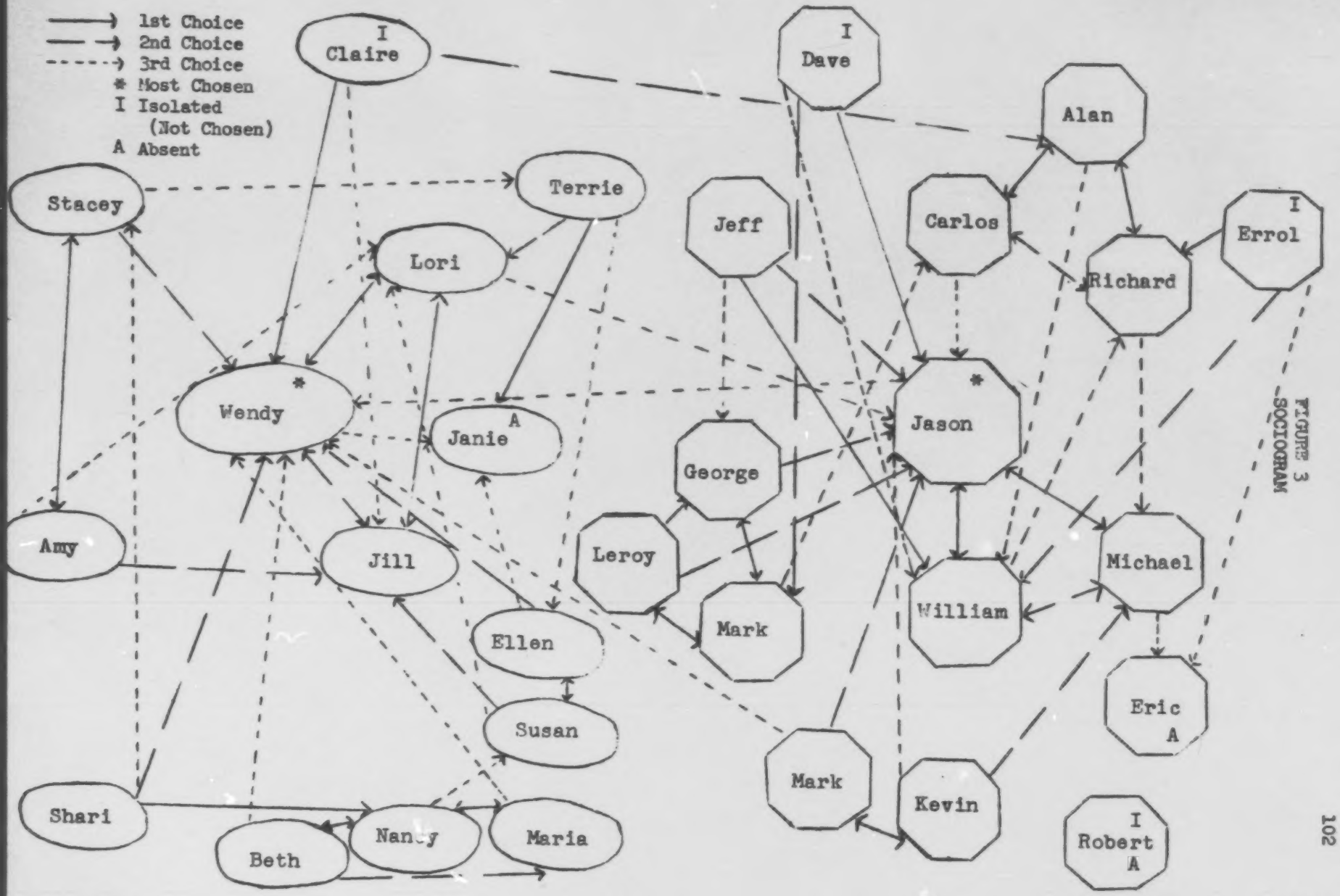


FIGURE 3 -SOCIOGRAM

EXHIBIT C-6

BEHAVIOR MODIFICATION

INTRODUCTION

Behavior modification is a systematic, highly structured approach to altering behavior. Application of behavior modification techniques can often modify problem behaviors rapidly and effectively.

Behavior modification is based on the theory that all behaviors are learned through the consequences of each behavior. Behaviors that are positively reinforced will occur again in that given situation. A teacher can restructure the consequences of behaviors demonstrated in her class so that more acceptable patterns of behavior can be learned. Behavior is changed when consequences of the behavior are changed. Given powerful enough consequences (both positive and negative) and a systematic reinforcement system, good behavior is possible.

How to Plan, Implement, and Evaluate a Behavior Modification Program

I. Preparation

A. Observe class, group, or child for at least two weeks, writing down inappropriate or unacceptable behavior. If several, choose the most annoying behavior to modify.

B. Define the specific inappropriate behavior in terms that are both observable and measurable. (See Charts 1 and 2)

EXHIBIT C-6.....continued

CHART 1

BEHAVIOR PROBLEMS

	Target Behavior	Number of Times	When Behavior Occurs
Group I	Hitting	111 - Mon. ~~1111~~ 11- Tues. ~~1111~~ - Wed.	in halls before class
Johnny	Out of seat	111 - Mon. ~~1111~~ - Tues. 111 - Wed.	during math class when changing tasks

CHART 2

ACADEMIC PROBLEMS

	Academic Problem	Average Grades	Comments
Group II	low math test scores	79 - Jan. 8 49 - Feb. 4 65 - Feb. 26	Addition Geometry Subtraction
Jane	low spelling grades	66 - Mar. 6 59 - Mar. 13 74 - Mar. 20	Review

EXHIBIT C- 6.....continued

II. Implementation

A. Communication - Tell the group or child the behavior you will not accept. Then tell them the appropriate behavior so they will know what is acceptable. Appropriate behavior should be incompatable with the inappropriate one. Example: If he keeps his hands to himself, he can't hit anyone.

B. Find Effective Behavior Modification Program for Child or Group.

1. Positive Reinforcement - add something "good" when appropriate behavior is exhibited.

Examples: Food
Tokens or Points
Good Behavior Notes
Awards
Praise
Pat on back

2. Negative Reinforcement - take away something "bad" when appropriate behavior is exhibited.

Examples: Free Time Pass
No Homework Pass

3. Extinction - take away reinforcers of inappropriate behavior.

Examples: Ignore bad behavior
Reward class for ignoring Johnny's behavior

4. Punishment - add something "bad" when inappropriate behavior is exhibited.

Examples: "Do it again correctly"
Corporal Punishment

EXHIBIT C-6.....continued

5. Punishment - take away something "good"

   Examples: "No P. E." (only if likes P. E.)

   Can't go on field trip

6. Time Out - remove child or group from situation so no reinforcement or punishment for behavior is received.

   Examples: Sit in corner

   "Lets all sit here and put heads down"

7. Contracts - child and teacher come to agreement on child's behavior and write it down on contract form. The observable and measurable behavior must be stated in contract.

   Example: Johnny will stay in his seat during math class on Monday.

   Then state what reward will be earned if goal is achieved. Look at numbers 1 and 2 for ideas.

   Example: If he does, he will earn a "No Homework Pass".

C. Once an effective behavior modification program is found, implement it consistently and continuously until desired behavior is exhibited consistently. Once the behavior is developed, move to a more intermittent reinforcement program.

D. Record results on Behavior Problem Chart or Academic Problem Chart.

Points to Remember

1. Initial reinforcers should be tangable until desired behavior is exhibited consistently. Then move toward social reinforcers such as praise. Be sure to pair tangable reinforcers with praise.

EXHIBIT C-6.....continued

2. Shaping - reinforce step-by-step improvements until desired behavior is reached.

   Example: 1st Week - Reinforce 20 min. of No Hitting.
   2nd Week - Reinforce 30 min. of No Hitting.
   3rd Week - Reinforce 45 min. of No Hitting.

3. Punishment will not always result in improvement of behavior. It only decreases chance of inappropriate behavior occuring again, so it must be paired with reinforcement for appropriate behavior.

4. Rule of Thumb - reinforce appropriate behavior and ignore inappropriate behavior.

III. Evaluation

A. Look back at Behavior Problem Chart or Academic Problem Chart. If improvements are noticeable, stick with the program. It may be desirable to experiment with different types of programs to find the most effective ones.

B. If no gains are evident, the reinforcers and/or punishers may not be effective, or the program may not have continued long enough.

EXHIBIT C-6.....continued

SUGGESTED REINFORCERS

1. Pen a ditto
2. Help teacher after school
3. Grade papers
4. Choose rainy day games
5. Teacher writes and mails a letter to you
6. Be messenger for office
7. Decorate one bulletin board or chalkboard
8. Earn time to write on chalk board
9. Help in library
10. Visit another grade
11. Be P. E. leader
12. Make up own writing assignment
13. Extra play with your own grade or another grade
14. Play with clay
15. Teach another child
16. Skip a subject
17. Put assignments on the board
18. Dismiss school over the intercom
19. Ring bell for dismissal
20. Paint
21. Invite mother, father, or sister or brother to visit
22. Make a play
23. Lead flag salute
24. Choose seat for specified time
24. Sit with a friend from a different class at lunch

EXHIBIT C-7

MODIFIED CASE STUDY

INTRODUCTION

Modified case studies may assist the generalist as a means of study-in-depth of a student's learning problems. A study includes A) background information; B) present educational situation and C) recommendations for future educational progress. Through close scrutinization, testing, and flexible planning, the recommendations may aid the generalist in developing a more suitable program for the student.

Case studies generally become quite lengthy and involved. To be practical as a tool for the classroom teacher a modified study may emphasize investigation of all these areas without losing its expediency.

EXHIBIT C-7.....continued

A MODIFIED CASE HISTORY

SAMMY

(fictitious name)

EXHIBIT C-7.....continued

I. Background Information

A. Developmental History

Sammy is the fourth of six children. He lives with his mother, two younger sisters and his stepfather.

He was born in New York City, April 29, 1962, and first attended school when he was six. Sammy states he went to Ashford Park Elementary and Skyland Elementary in DeKalb County before coming to Northwoods.

Due to the lack of communication and co-operation between parent and school little developmental history is available.

B. Medical History

Sammy has no medical problems, to the school's knowledge.

C. Educational Achievement

Sammy is presently in the seventh grade, but academically is several years behind. He is working in Open Highways Book 5, approximately beginning fourth year. Sammy is working in a seventh grade math book, but needs much individual help according to his teachers.

His scores on past achievement testing are as follows:

Individual Competency Skills Program 11/75

Math	3.1	8% correct

Stanford Advanced Achievement Test 9/75

Reading	4.4

California Achievement Test 11/70

Vocabulary	1.7
Comprehension	1.4

EXHIBIT C-7.....continued

California Achievement Test 11/71

Reading	
Vocabulary	.6
Comprehension	1.6
Math	
Computation	2.3
Concepts and	
Problems	1.3
Language	
Mechanics	1.9
Usage	.6
Spelling	2.0
Battery total	1.3

Sammy was given the Otis Lennon and scored an intelligence quotient of 96.

Sammy was given the Weshcher Intelligence Scale for Children and the Bender Gestalt on 2/12/76 with scores as follows:

Verbal	82
Performance	96
Full Scale	88

His weakest abilities are in arithmetic skills, and his speed of learning and copying symbols. His visual motor integration skills yield a drawing age of 8 1/2 - 9 years. His strong area was above average (15 Of 20) in object assembly. Sammy was also strong in comprehension. These scores show an aptitude for manual type

EXHIBIT C-7.....continued

activities and ability to relate to life situations.

II. Present Educational Situation

Sammy was referred to the guidance committee for psychological evaluation due to disruptive behavior and deficiency in the academic areas.

The referral forms and Burk Behavior Rating Scale indicate inappropriate behavior. Sammy's behavior is explosive and unpredictable according to his teachers. He is often uncooperative and his work is constantly poor. In class Sammy rarely does the work, but walks around the room and plays.

Sammy has been suspended three times this academic year. A fourth in-house suspension consisted of working full-day in a custodial situation. Sammy worked according to an individual schedule of tasks, with five tasks to be completed before he could go to lunch. Sammy completed these assignments satisfactorily almost daily. Sammy also served as a teacher's assistant in the mornings, helping younger GLD students with their work and grading their papers.

Presently Sammy is back in his regular classes full time. His teachers state that although his classroom behavior may have reverted back to his previous "playfulness and clowining," his attitude towards school and the teachers is improving. But, he still completes few assignments. Sammy is tutoring two fourth grade students in math and seems to enjoy the responsibiltiy.

EXHIBIT C-7.....continued

III. Task Analysis

A. Tasks Sammy Can Perform

1. Sammy can read and comprehend material on a fourth grade level.
2. Sammy can perform addition, subtraction, and multiplication (2-digit) operations.
3. He can write creative stories.
4. He can follow a work schedule when it is very specific and he receives some type of reinforcement for his work.
5. He can write cursive legible.
6. He can successfully tutor younger students with their work.
7. He can use context clues to attach new words.

B. Tasks Sammy Cannot Perform

1. Sammy cannot work independently without interruption for more than approximately 15 - 20 minutes.
2. Sammy cannot spell basic sight vocabulary words.
3. Sammy cannot decode many three and four syllable words in reading.
4. He does not know his multiplication tables adequately.

IV. Analysis

When reading, Sammy seems to try to hide his academic deficiencies. He makes excuses for missing words, such as "Oh, yes, now, I remember that word, I just forgot it." or "Boy, am I dumb today." He uses context clues to compensate for his weak word attack skills.

EXHIBIT C-7.....continued

In math, Sammy uses his fingers to compute addition and subtraction and a matrix for multiplication and division. He is easily frustrated in division and will not attempt long division. Unless Sammy feels some confidence at a task, he will not attempt it.

V. Recommendations

Sammy needs a very structured program and needs to know exactly what is expected of him. It is important that Sammy is shown his behavior in conjunction with the consequences.

1. When he completes these assignments, he may have ten minutes free time. If he does not finish, he will remain after school to complete them.

2. If he chooses to co-operate with the teachers, he may remain a part of the classroom. If he chooses not to co-operate with the teachers, he will go to the office.

Sammy responds to positive reinforcement. Lavish praise should be used when he does well. Sammy could earn points toward a special privilege or reward.

Sammy also responds to a tutorial situation in which he is helping younger students. Being in a responsible situation could improve Sammy's self-concept. Instruction with 2-3 students could help develop more appropriate social skills.

Sammy's program should include motivational techniques. These could include working toward a privilege or reward. Keeping a graph of Sammy's daily assignments could serve as a visual reinforcement for his achievements and demonstrate his academic progress. Sammy

EXHIBIT C-7.....continued

could work on a special project as an alternative to a classroom assignment that is too difficult. Or he could have a special folder of alternative assignemnts he could complete.

The instructional group should be small, so Sammy can receive assistance when he needs it. Sammy should be grouped with higher academic students who may serve as effective models of behavior.

A daily report card and a brief conference with the teacher would enable Sammy to think about his behavior and hopefully take more responsibility for it.

Developing an individualized and flexible program for Sammy using materials with which he can be successful will help to alleviate many of the tensions and anxieties that may be the basis for his disruptive behavior. As Sammy begins to feel success in school experiences and to acquire a more positive self-image, these attention seeking behaviors should subside. A shift in emphasis from academics to possibly job training and "manual activities" would help develop those areas in which he is already strong.

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